

Arkansas Early Childhood Education Framework

Elements of Quality Early Childhood Education Programs

- Environment
- Diversity
- Family
- Strategies that Support Learning

Developmental Learning Strands

- Social/Emotional Development
- Creative/Aesthetic Learning
- Cognitive/Intellectual Learning
- Physical Development
- Language

Benchmarks with Strategies and Activities for Three and Four Year Old Children

Bibliography of Children's Literature

Developmental Rating Scale

Framework:

*A document
containing the
necessary
components to
shape and guide
the design and
development of
quality early
childhood
education
programs.*



Division of Child Care and
Early Childhood Education

ARKANSAS EARLY CHILDHOOD EDUCATION FRAMEWORK

TABLE OF CONTENTS

SECTION I	ARKANSAS EARLY CHILDHOOD EDUCATION FRAMEWORK
SECTION II	ARKANSAS EARLY CHILDHOOD EDUCATION FRAMEWORK: BENCHMARKS WITH STRATEGIES AND ACTIVITIES FOR THREE AND FOUR YEAR OLD CHILDREN
SECTION III	ARKANSAS EARLY CHILDHOOD EDUCATION FRAMEWORK DEVELOPMENTAL RATING SCALE FOR THREE AND FOUR YEAR OLD CHILDREN

JULY 1999 (FIRST PRINTING)
APRIL 2000(SECOND PRINTING)
FEBRUARY 2002 (THIRD PRINTING)
JULY 2002 (FOURTH PRINTING)

ARKANSAS
EARLY CHILDHOOD EDUCATION FRAMEWORK

Developed by
The Early Childhood Education Task Force
of the
Arkansas Early Childhood Commission
June 1996

The Arkansas Division of Child Care and Early Childhood Education
700 Main Street/ PO Box 1437 Slot S-160
Little Rock, AR 72203-1437
(501) 682-9699
(501) 682-4897 (fax)
www.state.ar.us/childcare/

ACKNOWLEDGEMENTS

The Arkansas Early Childhood Education Framework was developed by the Early Childhood Education Task Force, appointed by the Arkansas Early Childhood Commission to develop a document to guide the design and development of local early childhood education programs. The project was supported by funds from the Commission and facilitated by Steele and Associates, 8017 Ascension Road, Little Rock, AR 72204.

MEMBERS OF THE ORIGINAL TASK FORCE

Paige Bebee, MED
State Approval System Coordinator
Arkansas Early Childhood Commission,
Little Rock

Esther Crawford, Director of Elementary
Education
North Little Rock School District

Diana Cunningham,
Early Childhood Coordinator
Ozarks Unlimited Resources Education
Services Cooperative, Harrison

Michele French, Principal
Southside Elementary School,
Cabot

Andre Guerrero
Equity Office
Arkansas Department of Education
Little Rock

Dr. Mary Hendrix
Professor
University of Arkansas
Little Rock

Agnes Marie Howard
Educator
Texarkana

Diana Courson, Director
Weekday Child Development Programs
First United Methodist Church,
Magnolia

Sharen Crockett, CFCS
Professor of Family & Consumer Science
Harding University, Searcy

Dr. Pamela Davis
Professor of Early Childhood,
Director of the HSU/CSC, Arkadelphia

Barbara Gosnell
Curriculum Coordinator
Small World Preschool,
Mountain Home

Jaquelyn G. Hale
ABC Program Coordinator
Arkansas Early Childhood Commission
Little Rock

Woodie Sue Herlein
Crowley's Ridge Development Council
Education Coordinator
HEAD START, Jonesboro

Dr. C. Morrell Jones
UA-Monticello School of Education,
Monticello

Dr. Dianne Lawler-Prince
Department of Elementary Education
Arkansas State University,
Jonesboro

Jan McQuary
Arkansas Early Childhood Commission
Little Rock

Esther Nichols
Early Childhood Coordinator
Dequeen-Mena Education Cooperative

Terrie Senteney
Educational Consultant
Weiner, AR

Dr. Emille P. Sullivan
Professor,
Childhood Education Program
University of Arkansas, Fayetteville

Debbie Walker
Kindergarten Teacher
McRae Elementary, Searcy

Glenda Bean,
Executive Director
Arkansas Early Childhood Commission

Karen Massey
Early Childhood Coordinator/
Southwest Arkansas Education
Service Cooperative, Hope

Jerry Faith Neumeyer
State Supervisor, Early Childhood
Special Education
Arkansas Department of Education

Pat Price
Coordinator of Early Childhood Education
Little Rock School District

Rutha Smith-Carr. PH.D.
Educational Consultant,
West Memphis

Samantha Vickers
Alma Spikes Elementary School,
Pocahontas

Beverly Wright
Education Consultant, Lecturer,
Teacher Education, UALR

Ruth S. Steele,
Lead Consultant
Steele and Associates

TABLE OF CONTENTS

INTRODUCTION	i
MISSION	iii
ELEMENTS OF QUALITY EARLY CHILDHOOD EDUCATION PROGRAMS	1
Element 1	Environment
Element 2	Diversity
Element 3	Family
Element 4	Strategies that Support Learning
DEVELOPMENTAL LEARNING STRANDS	5
Strand 1	Social/Emotional Development
Strand 2	Creative/Aesthetic Learning
Strand 3	Cognitive/Intellectual Learning
Strand 4	Physical Development
Strand 5	Language
Appendix A: Assessment	12
Appendix B: Professional Development and Training	14
Glossary of Terms	15

INTRODUCTION

The passage of Act 236 in 1991 had a profound impact on education in Arkansas, redirecting and refocusing reform efforts which had begun in the mid 1980's. One of the most significant changes resulting from this Act was the requirement that curriculum framework be developed at the state level and used by local districts to develop curriculum guides to meet the needs of their students.

Presently, local school districts have access to curriculum frameworks in the core content areas which span grade levels from kindergarten through grade twelve. Until now, nothing has been available from the state to assist educators of three and four-year-olds in the designs of early childhood curricula. Nor has there been a document to guide the growth and development of children through a successful transition to a kindergarten curriculum based on the K-12 frameworks. This document seeks to address that void. It contains a mission, essential elements, and developmental learning strands which should be evident in quality early childhood education programs. It includes vignettes (examples) illustrating various learning strands, addresses related issues such as assessment and professional development, and incorporates a glossary of significant terms and concepts.

Like the K-12 Arkansas Curriculum Frameworks, this framework should be used to shape and guide, not dictate, quality programs in Early Childhood Education. It is presented with the belief that local administrators, teachers and caregivers are best suited to make decisions which directly affect the children and families they serve.

What these decision makers need is a thoughtfully designed, concise document containing state of the art information about quality early childhood education programs. Such a document should be a clear, “user-friendly” guide to assist educators and caregivers in the development of local programs. This framework seeks to meet that requirement.

The **Early Childhood Education Framework** was developed by more than thirty educators from Arkansas, selected by the Arkansas Early Childhood Commission. These individuals are widely recognized throughout the state for their professional contribution, insight, experience, and the quality of their work in Early Childhood Education. The Commission and members of the Task Force invite your comments and suggestions as this documents is used at the local level.

MISSION

The *mission* of Early Childhood Education Programs, in collaboration with family and community, is to provide learning opportunities that promote growth of the whole child. In recognition of individual uniqueness, programs should reflect attention to each child's pattern and timing of growth. A safe, nurturing, interactive environment is essential in order to maximize the potential and individuality of all children.

ELEMENTS OF QUALITY EARLY CHILDHOOD EDUCATION PROGRAMS

The following elements are essential to quality early childhood education programs. These elements are evident in all aspects of the program and therefore must be thoughtfully and deliberately developed with the same reflection and attention as that given to the development of quality learning for young children.

ELEMENT 1. ENVIRONMENT

A. Physical Environment

1. An appropriate physical environment for children provides learning spaces which are arranged in centers, accessible to all children and developed with attention to safety and health considerations, time, and scheduled activities. The atmosphere is clearly child-oriented, inclusive, and comfortable for children, with child-level and child-size equipment and materials. In all respects, the physical environment is a resource for supporting and encouraging self-expression, interaction, and opportunities for involvement.

B. Social/Emotional Environment

1. An appropriate social/emotional climate for children is positive, responsive, accepting, and supportive. Adults encourage and promote interaction and assist children in a positive adjustment to the program's setting. The climate is inclusive, accommodating, and accessible to all children.

2. The social/emotional environment address interpersonal relations in a very broad sense, establishing and maintaining a climate which provides unhurried time for the development of cooperative relationships between adults and children, children and children, staff and staff, and staff and family caregivers. Administrators, staff and family members actively initiate the establishment of cooperative relationships in order to support children.

ELEMENT 2. DIVERSITY

A. Culture

1. In quality early childhood programs, cultural diversity is honored. Programs support, appreciate and respect family and home experiences, language, beliefs, values and patterns of interaction reflective of diverse cultures.
2. All staff recognize, accept, and honor cultural diversity. They share with and inform others about the cultural diversity of children. As they do so, appreciation for cultural diversity is reflected in decisions relative to the physical environment, the social/emotional environment, interpersonal relations, personnel selection, and the strategies which support learning.

B. Individual Differences

1. Quality early childhood programs recognize and support differences in children. Such differences may be described in terms of temperament, preferences, culture, development, and interaction.
2. Staff, administrators, and family members use their observations of children to support learning experiences in ways that accommodate each child's unique characteristics and needs.

ELEMENT 3. FAMILY

A. Resources

1. Attention to the child's family (structure, circumstances, relationships) cannot be separated from the success of a quality early childhood program. As curriculum is developed and implemented, the family is an important resource and partner.

B. Partnerships

2. Early childhood professionals and family members develop partnerships through regular and continuous sharing of knowledge and expertise. Staff and administrators are sensitive to the dynamics of the family, recognize the elements of the relationship, honor and support the nature and extent of the family's participation, and respect their need for privacy.

ELEMENT 4. STRATEGIES THAT SUPPORT LEARNING

A. Experiences

1. Learning experiences are carefully planned and flexible with selection of materials and experiences reflecting cultural diversity, individual differences, and the unique interests and preferences of the group. An appropriate balance of child-initiated, adult-directed, hands-on, sensory experiences is included. Play is the context for learning.

B. Observations

1. Observations guide adjustment in group and individual learning experiences. Observation of children and adults are formally and informally conducted in order to gain information, make program improvements, and assess development and growth.

C. Technology

1. Learning strategies incorporate opportunities for children to use interactive technology (such as computers and tape recorders) as tools and resources for learning.

DEVELOPMENTAL LEARNING STRANDS

STRAND 1. SOCIAL/EMOTIONAL DEVELOPMENT enhances self-concept and promotes acceptance.

Staff and administrators support the child's efforts and provide opportunities for children to:

A. Act Independently

Examples include putting on clothes (shoes, hat, coat), washing hands, making choices, engaging in free play.

B. Experience Success

Examples include having access to suitable materials and activities, receiving frequent, appropriate praise, and receiving positive direction and redirection.

C. Interact Socially

Examples include playing in small groups/centers, sharing and taking turns, developing (with adults) simple social rules, and adjusting to the early childhood setting.

VIGNETTE (CLASSROOM EXAMPLE OF SOCIAL/EMOTIONAL DEVELOPMENT)

As the children listen to a story in circle time, Chuck, the table helper, chooses a friend to help him get ready for lunch. They wash their hands before setting the table. The rolls made by the class during center time smell wonderful. Chuck and Lakesha, with the help of the teacher, count the number of children present at school today. After they work together to clean the tables, Chuck and Lakesha decided who will pass out the appropriate eating utensils and materials. Once the table is set, Chuck and Lakesha inform the class that it is time to wash hands.

After hands are washed, the children seat themselves and begin passing the rolls they made earlier and pouring milk from pitchers. The small group size permits conversations as the children choose what they eat from their plate, discussing foods they like and dislike.

As the children and teacher sit and engage in conversation, the teacher observes and models appropriate table behaviors and provides positive praise and redirection throughout the meal. During the meal, Dion accidentally spills his cup of milk. Hope jumps up and helps gather paper towels and helps Dion clean up the spilled milk. After the children have finished the meal, they clean their plates and utensils, wipe their table area clean, and push their chairs to the table in proper position.

Later, during center time, children play in small groups in their centers. Bo, Harry, Amanda, and Erica choose the dramatic play area where they role play dinner time. Using appropriate props, they serve each other in their restaurant.

STRAND 2. CREATIVE/AESTHETIC LEARNING enhances self-expression through awareness and sensitivity to the arts.

In quality early childhood programs, children are given the opportunity to:

A. Engage in innovative and imaginative expressions though various art forms

including:

movement, music, painting, constructing, viewing, listening.

B. Express themselves through activities such as:

pantomime, song, dramatic play, puppetry, creative movement.

VIGNETTE (CLASSROOM EXAMPLE OF CREATIVE/AESTHETIC LEARNING)

Upon entering the classroom, one can hear a hum of activity. John is painting at the easel, while Sue prefers to paint at the table. Tyrone is showing Maria how to play “Twinkle, Twinkle, Little Star” on the keyboard using a color-coded song sheet. Mei Li joins them in singing and moving with pre-cut stars. Amy and Yolanda are constructing a house using blocks and large pieces of cardboard. Yolanda remembers the plastic vegetables in the housekeeping center and brings them to their house. Sammy sees the constructed house and decides to draw his new house currently under construction. Just this morning, Sammy’s dad agreed to bring in scraps from the new home construction site for the children to use. Alfronzo has been retelling the story “The Three Little Pigs” in the book center when he spies the washcloth puppets beside the puppet theater. Alfronzo asks Juan to join him in putting on a puppet show. Soon it will be time for clean-up and the children will have the opportunity to share what they have done during this free choice time.

STRAND 3. COGNITIVE/INTELLECTUAL LEARNING enhances communication, problem solving, making choices, exploring, experimenting, and questioning.

Such learning supports or links later learning experiences in language arts, mathematics, science, social studies, and fine arts. In programs where quality cognitive/intellectual learning occurs children are provided opportunities to:

- A. Participate in learning centers to establish or build a foundation for learning in content areas which include language arts, mathematics, science, social studies, and fine arts.
- B. Relate a story to an expressive activity (art, music, drama), and/or to a science or mathematics concept (weather, counting, cooking, measuring).
- C. Listen to, act out, and draw a picture of a story.

VIGNETTE (CLASSROOM EXAMPLE OF COGNITIVE/INTELLECTUAL LEARNING)

In this preschool classroom, children are studying transportation. The learning centers address the theme through activities which coordinate with the theme and integrate the learning concepts.

Three children are involved in a group discussion about transportation. The teacher is seated on the floor, sharing a big book about different types of transportation. The teacher asks, "How do you come to school, Aaron?" Aaron says, "I walk to school." The teacher says, "Then, can our feet be transportation?" Aaron nods. Carol says, "I ride the bus." John says, "My Great Grandma Ruth used to ride a horse to school." The teacher says, "What can we say about different types of transportation?" The children think for a minute, but make no response. The teacher says, "Why don't we each say something we have learned about transportation."

The assistant teacher is seated at a table with four children in the math center. Using an instructional chart which has pictures of a car, bus, feet, truck, and motorcycle, the assistant asks the children to find the object showing the type of transportation they use to come to preschool. Each child places his/her object on the chart. The group then counts to determine how many children come to school using each mode of transportation.

At another center labeled "Art," four children are using art paper, magazines, newspapers, glue, and scissors to make transportation collages. These children are interacting with each other. Both adults are observing these children while they work somewhat independently on this activity. Two children are painting at an easel which is also in the art center. Posters and pictures of transportation are displayed to stimulate art work design around the theme of transportation.

From the manipulative center, three children have chosen to play with playdough, puzzles, and interlocking blocks. Although these three children are in the same center and are interacting with each other, they are not playing cooperatively, nor working toward a common goal.

Jamal and Erica are in the block center making roads and bridges of blocks. They have cars, trucks, buses, and vehicles to use while playing in the block center. These two children appear to be playing cooperatively and working toward a common goal.

Nicholas, sitting on a pillow in a cubbyhole, is using headphones listening to a story about a train. He is following along in the children's book as he listens. Nicholas is involved in a solitary play activity, is being observed by both teachers, and may choose to go to another center when he finishes listening to a story.

STRAND 4. PHYSICAL DEVELOPMENT promotes good health, nutrition, fitness, and fine and gross motor coordination.

Children are given the opportunity to:

A. Engage in activities related to the development of good health and nutrition.

Examples include exercise, cooking, tasting experience, rest and personal care.

B. Participate in appropriate fine motor activities.

Examples include cutting, and working with puzzles and manipulatives.

C. Participate in appropriate gross motor activities.

Examples include climbing, jumping, hopping, and balancing.

VIGNETTE (CLASSROOM EXAMPLE OF PHYSICAL DEVELOPMENT)

During the daily scheduled outdoor time, many choices are available on the playground. A small group is playing on the superstructure, which includes a totem climb, a slide, a tire climber and a balance beam. Two children are riding wheel toys on the conveyor belt pathway. They have set up a “road system” using traffic signs that require stopping and yielding.

Another new activity on the playground is a refrigerator box decorated as part of a class activity and being used as a gas station. Several children are bending and stretching as they put gas into their “cars” or work as mechanics to fix problem vehicles.

Four children are playing in the sand and water area. Two are using sand tools and buckets to construct a small farm. Two children are washing dolls and doll clothes they brought from the classroom.

In a quiet area underneath a shade tree, several children are sitting on a quilt looking at picture books and working puzzles they selected to bring from the classroom.

Using a combination of boards and planks, bicycle tires, and boxes covered with contact paper, Shanita, Marcus, and Josh are creating a house for their teacher, Ms. Donna. Ms. Donna interacts with the children, asking them questions as they build. She and the children are closely and actively engaged in construction and conversation.

A large area of the playground is covered with grass and has no embedded equipment. This area is filled with materials, including hoops, balls, nets, and buckets. The children initiate play by tossing balls into a variety of materials. A favorite is throwing the ball through a hoop. As Ms. Sue observes the children, she can tell that they are beginning to look for a greater challenge in the game. The children are moving closer and closer to the tall fence surrounding the playground. When the first child suggests throwing the ball over the fence, Ms. Sue is ready to intervene. She reminds them of the playground rules and asks them what can be done with the balls to challenge them more. The children begin talking among themselves and then share their ideas with Ms. Sue who supports their choice to practice throwing and catching the balls. The children then begin to pair off to play games of catch.

STRAND 5. LANGUAGE enhances the development of children in all areas.

Staff and administrators support and create opportunities for language development in children through:

- A. Engaging them in conversation.**
- B. Developing vocabulary.**
- C. Listening, understanding, and responding (receptive and expressive).**

VIGNETTE (CLASSROOM EXAMPLES OF LANGUAGE)

As Sally and her dad enter the classroom, they are greeted with a smile and a verbal “Hello” from the teacher. The teacher acknowledges Sally rubbing her hands together and comments on the cold weather. She encourages Sally to hang up her coat and choose an interest center. Dad offers the news that Grandma will be visiting soon. (The teacher will remember this information to use in conversation with Sally.) As Sally packs the suitcase in dramatic play, the teacher uses this opportunity to ask Sally, “What do you think your Grandma Ruth will pack to bring to your house?” Sally names clothing items, but most important—a surprise for her.

Later, a song motivates and directs the children to clean-up and come to circle time. The teacher tells a story using puppets. At the conclusion of the story, puppets are used by the children to help retell the story. The teacher writes the children’s responses on a chart and together they share their story. This chart will remain available with the puppets to encourage the children’s use throughout the week.

Juan, a student whose native language is not English, seems especially interested in sharing the new story with his family. When Juan’s mother comes to eat lunch today, the teacher will invite her to share the same story version in Spanish with the class.

As the children leave, they are encouraged to retell this story at home with their families and are asked to bring a story reminder (e.g., a photo of a picture from a magazine) to class the next day. A note will be sent home with each child to explain this activity.

APPENDIX A: ASSESSMENT

As educators and caregivers provide learning opportunities for children in the five major strands in the **Framework**, the question of how to assess growth and development naturally arises. How do we determine whether the children in our care are developing appropriately? This question is open-ended; there is no single, “right” answer which **by itself** can provide an adequate solution.

Effective assessment of children’s progress is ongoing and requires obtaining and using the most reliable information available from many different sources. In the context of the **Framework**, assessment will require skill from teachers and caregivers in observing children’s involvement, participation, and progress in activities which support the five developmental learning strands.

Basic principles which should guide assessment practices both for individual children and programs are presented for use by local educators who use this **Framework**. These principles are as follows:

Principle 1: Effective assessment elicits and uses the most reliable information possible to judge the progress and growth of children. Portfolios and samples are used to maintain records and exhibits of children’s growth and development.

Principle 2: One of the most important processes in assessment is to observe children in activities related to each of five developmental learning strands. Thus, educators and caregivers must develop thoughtfulness and skill in the practice of observation.

Principle 3: Assessment, when used to monitor children’s progress, should be for and with them, not to them. Assessment should contribute to, not interrupt, developmental learning and therefore differs significantly from “testing” in the traditional sense of the term.

Principle 4: Program adaptations to better meet the developmental needs of children should occur naturally and easily from information gained in the assessment process.

Principle 5: Educators, caregivers, and the child's family should participate fully in the assessment process.

Principle 6: Assessment should focus on the individual child's progress and growth, not comparisons with the progress and growth of other children.

Principle 7: Assessment tools such as screening devices, rating scales, classifications, or checklists are not advocated as the **only** means of evaluating the growth and development of children. Such tools may be helpful, however, in specific contexts, for clearly defined purposes, and in conjunction with the other ideas embedded in these principles.

APPENDIX B: PROFESSIONAL DEVELOPMENT AND TRAINING

The Early Childhood Education Framework Task Force members believe that educators and caregivers are professionally trained to provide excellent programs for the children they serve. However, as in all professions, the knowledge base is constantly expanding, and some issues should be addressed in ongoing professional development and training. To implement the **Early Childhood Education Framework** effectively, staff members shall be knowledgeable of the contents of the document.

Professional development topics may include:

1. The Role of the Teacher in Early Childhood Education
2. Program Planning and Implementation
3. Growth and Development of the Whole Child
4. Creating an Environment that Promotes Social Interaction
5. Establishing and Maintaining a Safe, Healthy Environment
6. Acquiring Language and Enhancing Language Development (including meeting needs of Limited English Proficient students)
7. Promoting Creativity, Self-Expression, and Awareness of the Arts
8. Helping Children Experience Success
9. Resources and Strategies for Children with Special Needs
10. Classroom and Playground Arrangement
11. Guidance and Positive Discipline
12. Planning for Learning Experiences and Transitions
13. Incorporating Technology in Learning Experiences
14. Implementing Ongoing Assessment Strategies
15. Creating a Partnership with the Family

GLOSSARY OF TERMS

This **Glossary of Terms** contains words which are used in a special sense in **The Arkansas Early Childhood Education Framework**. These terms are intended to assist the user in understanding the intent and purpose of the content in the **Framework** rather than to restate a dictionary definition.

1. **Aesthetic learning:** The development and demonstration of an appreciation of the arts.
2. **Curriculum:** Experiences and activities that provide and meet children's needs and stimulate learning in all developmental areas: creative, physical, social, emotional, and intellectual.
3. **Element:** A basic part or principle of something.
4. **Embedded:** Established, firmly fixed in practice.
5. **Expressive Language:** The ability to communicate verbally and nonverbally.
6. **Framework:** A document containing the necessary components to shape and guide the design and development of quality early childhood education programs.
7. **Inclusive:** Nurturing and providing for the needs of all children.
8. **LEP (Limited English Proficiency):** One whose ability to understand and use English is limited, especially one from a home where English is not spoken or where English is used as a second language.
9. **Portfolio:** A collection of representative samples documenting children's progress over a period of time.
10. **Receptive language:** The ability to understand verbal and nonverbal communication.
11. **Strand:** Any part of something bound together to form a whole.
12. **Temperament:** A person's nature or customary frame of mind; personality.

SECTION II

ARKANSAS EARLY CHILDHOOD EDUCATION FRAMEWORK:

BENCHMARKS WITH STRATEGIES/ACTIVITIES FOR THREE AND FOUR YEAR OLD CHILDREN

ACKNOWLEDGMENTS

The Arkansas Early Childhood Education Framework, written in 1995, has been expanded with this 1999 document of early childhood benchmarks with strategies/activities. This document was completed by Dot Brown and Beverly C. Wright, two early childhood education consultants, with guidance from a group of educators in Arkansas.

Members of the Original Work Group

Donna Alliston, BSE, MS
Child Development Specialist

Dot Brown, President
Early Childhood Services, Inc.

Sharen Crockett, MS, CFCS
Professor of Family and Consumer Sciences
Curriculum Coordinator, Harding Early Learning Center

Mary Kaye McKinney
Early Childhood/Reading
Arkansas Department of
Education

Rhonda Rook, M.Ed.
Arkansas Better Chance Program Coordinator
Division of Child Care & Early Childhood Education

Terrie Senteney
Administrator of Play
School Day Care, Inc.

Kathy H. Stegall
Division of Child Care &
Early Childhood Education

Deb Stogsdill, M.S.
Kids First, Arkansas
Childrens Hospital

Susan Underwood
Early Childhood/Reading
Arkansas Department of
Education

Beverly C. Wright
Education Consultant &
Lecturer, Teacher Education,
UALR

INTRODUCTION

In 1995 the Arkansas Early Childhood Education Framework was developed.

The purpose of this document was to shape and guide quality programs in early childhood education and to guide the growth and development of children through a successful transition to a kindergarten curriculum based on the K-12 Frameworks.

When the K-12 Frameworks were revised in 1998, a decision was made to build on the existing Early Childhood Education Framework, using a format that will bridge to the revised K-12 Frameworks. This expansion of the Early Childhood Education Framework was completed by Dot Brown and Beverly Wright, two early childhood consultants, with guidance from a group of educators in Arkansas.

As the suggested strategies/activities were selected, care was taken to include the elements of quality early childhood education programs that were a part of the original Framework. These elements are environment, diversity and family. The list of suggested references and resources offers additional information to support the development of early childhood programs that include these elements.

The Framework identified three specific strategies for supporting learning: experiences, observations and technology. This document includes many suggested learning experiences which are labeled as strategies/activities in keeping with the language of the K-12 Frameworks. The use of observations as a strategy is addressed later in this introduction. While technology was identified by the developers of the original Framework as a strategy to support learning, focus here is on a “hands on” approach with concrete materials and experiences.

This “hands on” approach is in keeping with recognized appropriate practice and,

through training of staff can become a part of many early childhood programs as they now exist. In order for technology to be considered as a strategy, it would be necessary that programs have access to technology and have the ability to make decisions about what is appropriate for use with three and four year olds. Since it is not feasible to accomplish this in this expansion of the Framework, the issue of technology as a learning strategy will be addressed in a separate document.

The five developmental learning strands contained in the original document are the basis for the expansion of the Framework. These strands are social/emotional development, creative/aesthetic learning, cognitive/intellectual learning, physical development and language. For each of the strands, developmental benchmarks were identified and strategies/activities to promote development in each strand suggested. Both general and specific strategies/activities are included, and where possible, follow a sequence of learning. Some of the suggested strategies/activities are specific to children who are learning English as a second language (ESL), children who have limited English proficiency (LEP), and children with special needs. However, it may be necessary to make additional modifications based on the needs of the children enrolled in a particular program. The Early Childhood Environment Rating Scale-Revised (ECERS-R) was used as a resource so that there is consistency between suggested strategies/activities and program evaluation.

In discussing developmental learning strands and benchmarks, the following issues should be considered as they relate to assessment of children. While the benchmarks within each learning strand are intended for three and four year olds there can often be a range in the development or functioning age of children within a group who

are the same chronological age. It is also normal for a child to function at several developmental levels within each of the areas, and to not consistently attain all of the benchmarks.

In the original framework, seven basic principles for guiding assessment practices were advocated. In support of these principles, let it be emphasized that teacher observation of children should be the primary method of assessing development and for planning curriculum appropriate for individual and groups of children. An additional element of assessment and portfolios, is also supported in both documents.

In the original document, rating scales are mentioned as another means of evaluating growth and development of children. Based on the expanded Early Childhood Education Framework, a developmental rating scale has been developed and is included in this document. A summary report of these three components of assessment: teacher observations, portfolios and developmental rating scales, can help teachers understand and plan for each child. It is also an excellent method for sharing information with parents, co-workers and others with a “need to know.”

There remained a commitment throughout the Framework expansion efforts to retain the intent of the developers of the original Framework. In addition, care was taken to create a document that is practical, user-friendly, applicable to most early childhood settings serving three and four year old children, and adheres to the recognized principles of appropriate practice.

Early childhood benchmark-a level of performance that can be supported through observations, descriptions and documentations of a child’s performance or behavior, and by samples of a child’s work. Some educators may also refer to these as “learner outcomes”.

DEVELOPMENTAL LEARNING STRAND 1. SOCIAL / EMOTIONAL

Social/Emotional Development enhances self-concept and promotes acceptance.

ACT INDEPENDENTLY	
Benchmarks	Strategies/Activities
1.1 Demonstrates ability to make choices	<p>Provide learning centers/activity areas stocked with interesting and inviting toys and materials: art, blocks, home living, sand, library, water, table toys, and discovery, for example.</p> <p>Provide sufficient play spaces so that children have real choices. For each 10 children, for example, have at least 15 interesting activities from which children can choose.</p> <p>Offer choices in activities and materials: choice of learning centers in which to play selection of materials with which to play amount of time to spend in a center</p> <p>Allow children to decide when they are finished playing in a center and give them the opportunity to move to another center of their choice.</p> <p>Plan the schedule to allow large blocks of time, from 45 to 60 minutes each, for independent play.</p>
1.2 Demonstrates independence in personal care	<p>Help children acquire and practice skills when eating, getting dressed, washing hands, brushing teeth, toileting.</p> <p>Allow enough time for children to be independent in taking care of personal needs such as washing hands, and faces, brushing own teeth, zipping and unzipping coats.</p> <p>For LEP or ESL children, learn and use words from the child's home language for personal care needs such as toileting.</p>
1.3 Demonstrates ability to play independently	<p>Provide play materials that children can use successfully and independently. For example: crayons, markers, and paper, playdough, dress-up clothes, dolls, blankets, unit blocks and small wheel toys, books and flannel board with flannel pieces.</p> <p>Offer opportunities at mealtime for children to be independent. For example: Plan family style meals so children can serve their own plates. Provide child-sized eating and serving utensils (small plastic pitchers, baskets, and sturdy serving utensils) so children can be independent and successful. If possible, allow children to eat in their own classrooms rather than the school cafeteria, which is designed for older children.</p>

ACT INDEPENDENTLY, cont.	
Benchmarks	Strategies/Activities
	<p>Organize the environment so children can easily select and put away materials:</p> <ul style="list-style-type: none"> Provide labeled, low, open shelves Store like-materials together and near area of intended use. For example, art materials stored together on art shelf located near tables and easels. Avoid stacking tubs and boxes on top of one another. <p>Learn as much as possible about the special needs of the child or children in the group and modify materials so each child can experience success. For example, provide:</p> <ul style="list-style-type: none"> special spoons or cups puzzle pieces with handles or knobs storage containers labeled with samples of real objects (bristle blocks, for example) handrails in bathroom
EXPERIENCE SUCCESS	
Benchmarks	Strategies/Activities
<p>1.4 Shows curiosity and desire to learn</p> <p>1.5 Enjoys experimenting and problem solving with ideas as well as with concrete materials</p> <p>1.6 Demonstrates confidence in growing abilities</p>	<p>Model curiosity with a “Let’s find out about...” and “I wonder what would happen if...” attitude.</p> <p>Ask children to think of a variety of ways to solve problems. “What ideas do you have for...?” or “How do you think we can...?”</p> <p>Include open-ended/unstructured materials that invite children to explore and manipulate them. For example: sand and water with props such as measuring cups, sieves, sifters, scoops, egg beaters, unit blocks of various shapes, and manipulative materials that link and interlock.</p> <p>Bring in safe materials for eager and curious learners. For example: an old toaster with dangerous parts removed, a clock to take apart, and hole punchers.</p> <p>Respond to children’s “What” “Who” and “How come” questions, giving clear, understandable explanations to their questions.</p> <p>Provide many opportunities for success while challenging children to work on the edge of their developing capabilities.</p>

EXPERIENCE SUCCESS, cont.	
Benchmarks	Strategies/Activities
1.7 Demonstrates willingness to try new things	<p>Offer a wide range of activities, with different degrees of difficulty, to match wide range of children's abilities:</p> <ul style="list-style-type: none"> puzzles with a wide range in the number of pieces, some with knobs and/or handles, jumbo floor puzzles for ages 4 and up books ranging from those with little text to those with expanded text and more complex plots cardboard brick blocks, unit blocks with 14 shapes, expanding to unit blocks with 28 shapes art materials ranging from crayons and markers and large sheets of paper for collage and assemblage projects <p>Guide children to select materials with which they can experience success.</p> <p>Allow children to handle responsibilities they are capable of doing independently. For example: wash their hands, hang up coats, put away toys.</p> <p>Support children who are experiencing difficulty in completing a task. For example, sit next to a child who is unable to complete a puzzle. Offer suggestions that will help the child focus on the colors or shapes of puzzle pieces.</p>
1.8 Uses planning in approaching a task or activity	<p>Introduce new materials to children before placing them in interest areas and guide them to discuss ideas for their use. (Planning)</p> <p>Involve children in discussing what they plan to do before they go into an area. (Planning)</p> <p>Provide opportunities for children to "review" or "recall" what they did as they played with materials and participated in activities.</p>
1.9 Shows persistence in approaching tasks	<p>Notice and make specific comments about children's efforts and accomplishments. Share in their pride. Make comments such as "You really worked hard on..." "You must really be proud of yourself for..."</p> <p>Support children's internal motivation to do well rather than rewarding stars or candy for "good" behavior such as resting quietly on their cots or cleaning up the play areas.</p>
INTERACT SOCIALLY	
Benchmarks	Strategies/Activities
1.10 Demonstrates trust in adults	<p>Be in the classroom at consistent times each day, letting children know if you will be absent and who will be caring for them while you are out.</p>

INTERACT SOCIALLY, cont.	
Benchmarks	Strategies/Activities
1. 11 Shows ability to separate from parents	<p>Be available to greet each child and parent and to say good-bye to them.</p> <p>Keep promises to children.</p> <p>Let children know that adults in the classroom are there to protect each of them.</p> <p>Be available to assist parents and child with separation: Encourage parents to stay in the classroom until child is settled into an activity. Ask that parents say goodbye to their child rather than “sneaking out” when their child is not looking. Suggest that parents reassure their children that they will return for them each day.</p>
1. 12 Demonstrates interest and participates in classroom activities	<p>Be available to help children become involved in activities upon arrival at the center, while being sensitive to each child’s ability to become involved in the group.</p> <p>Honor a child’s need for “quiet time” to absorb the new environment and make the transition from home to the center. The “quiet time” will vary with children.</p>
1.13 Participates in routine activities easily	<p>Have a schedule that is dependable so children know what to expect, especially for routines such as eating and resting.</p> <p>Give children advance notice when changes are planned. When the children leave the classroom to go to the playground or gym, for example, be sure to tell them where they are going.</p>
1.14 Seeks out adults and children	<p>Be available to children at all times during the day, focusing on them and their needs.</p> <p>Children experience many types of crises in their lives such as death, divorce, serious illness or a natural disaster. Be sensitive and spend time with a child who may need special attention. Locate books to use with that child on an individual basis. A variety of resources are available to help in selecting books appropriate for individual situations.</p>

INTERACT SOCIALLY, cont.	
Benchmarks	Strategies/Activities
1.15 Understands and respects differences	<p>Help children understand how people are alike and different. For example: hair, eye color, clothing, where we live, what we eat, members of family, different abilities, etc.</p> <p>This can be done in a variety of ways, depending on the age of the children, resources available, and individual teaching styles.</p> <p>Use discussion.</p> <p>Use graphs:</p> <p>Graph family members using pictures cut out of catalogs and magazines.</p> <p>Graph eye color. Have children look in a mirror, discover eye color and record it on a graph.</p> <p>Graph the places in which children live: house, apartment, mobile home.</p> <p>Use children's books, such as:</p> <p>The Relatives Came by Cynthia Rylant, illustrated by Stephen Gammell</p> <p>Families are Different by Nina Pellegrini</p> <p>Bread, Bread, Bread by Ann Morris, photo illustrated by Ken Heyman</p> <p>Houses and Homes by Ann Morris, photo illustrated by Ken Heyman</p> <p>Mama Zooms by Jane Cowen-Fletcher</p> <p>The Patchwork Quilt by Valerie Flournoy, illustrated by Jerry Pinkney</p>
1.16 Helps others in need	Respond sympathetically to children who are upset, hurt or angry. Offer physical and verbal comfort. (Modeling)
1.17 Stands up for rights	<p>Establish with children the rights that each child in the classroom has.</p> <p>The right to be safe from harm.</p> <p>The right to be treated with respect.</p> <p>The right to have personal possessions protected.</p> <p>The right to privacy.</p> <p>The right to play with all toys and in all areas of the classroom.</p> <p>For example, the right for a boy to wear an apron, carry a purse and play in the home living area and for a girl to be truck driver and play in the block area.</p>
1.18 Shares; respects the rights of others	<p>Give children the words to use when standing up for their rights.</p> <p>"Girls can play with blocks too."</p> <p>"I don't like it when you hit me. It hurts. Don't do it anymore."</p> <p>"Don't call me a baby. My name is ____."</p> <p>Provide a quiet, private space where children can go to be by themselves.</p> <p>Treat all children and adults with respect and kindness. This includes co-workers, parents and other family members.</p>

INTERACT SOCIALLY, cont.	
Benchmarks	Strategies/Activities
1.19 Works cooperatively with others on completing a task	<p>Cooperate with all staff members in planning for the children.</p> <p>Provide lots of opportunities for small groups of children to play together. For example, set up the learning centers to accommodate two to four children.</p> <p>Help children become aware of how friends treat each other. This can be done through discussion, games, songs and books, for example.</p> <p>Allow sharing to develop spontaneously. Forcing it will not work.</p> <p>Provide many opportunities for children to work together to complete a task. For example: a group of children work to cover a large mural paper with many drawings, cooperate to bring chairs to the table, or to put away toys.</p>
1.20 Uses compromise and discussion to resolve conflicts	<p>Include words such as “sharing” and “cooperating” and “working together” as you model these behaviors and comment when children are observed demonstrating these behaviors.</p> <p>Eliminate frustrating situations to reduce the possibility of conflicts. For example, do not expect children to wait quietly in line or sit at tables with nothing to do.</p>
1.21 Becomes involved in solving social problems (conflicts)	<p>Help children become aware of how their behavior affects others. This can be done using different techniques, such as:</p> <p>Verbalize to children: “When you took that book away from Lionel, it made him sad.”</p> <p>Problem solving activities: If a problem occurs that needs to be addressed by the group, call a class meeting, state the problem, ask the children to suggest solutions, then guide them to choose the best one.</p> <p>Collect “talk pictures” that show children in conflict. Guide the children to discuss the problem, the feelings of the children in the picture, and suggest solutions.</p> <p>Teach and practice conflict resolution skills.</p>

DEVELOPMENTAL LEARNING STRAND 2. CREATIVE / AESTHETIC

Creative/Aesthetic Learning enhances self-expression through awareness and sensitivity to the arts.

EXPRESSION THROUGH ART FORMS AND ACTIVITIES	
Benchmarks	Strategies/Activities
2.1 Shows creativity and imagination in play with materials and props	<p>Provide unstructured materials:</p> <ul style="list-style-type: none"> art media such as crayons, markers, collage materials, paper and playdough that children can select and use independently dress-up clothes such as purses, shoes, dresses, ties and jackets small transportation toys, puppets, musical instruments
2.2 Participates in dramatic play themes that become more involved and complex	<p>Include props for dramatic play that reflect diversity in gender, culture, ability and occupations. Some examples include:</p> <ul style="list-style-type: none"> cooking, eating and storage utensils: tortilla presses, frying pans, kettles, ladles, woks, steamers, rice bowls, chopsticks, tin plates, baskets, mesh bags, pottery, plastic plates clothes: dresses, skirts, clip-on ties, jackets, dance costumes, overalls, plaid shirts, aprons, large pieces of fabric for clothing in squares, rectangles and triangles. Select patterns such as batik, tie-dyed and madras prints. Include saris, kimonos, serapes, woven vests, dashikes, shawls, ponchos, purses, wallets. shoes and hats: sandals, clogs, moccasins, huraches, boots, slippers, dress shoes, hard hats, baseball caps, cowboy hats, straw hats, turbans, felt hats. special needs: cane, leg brace, crutch, elevated shoe
2.3 Assumes various roles in dramatic play situations	<p>Allow children to dress in clothing of their choice. For example, a child may choose to dress in clothing specific to the opposite gender.</p> <p>Develop prop boxes around dramatic themes based on your children's interest and experiences in family and community occupations. Some examples include: shoe store, barbershop/hairdresser, office, garage/repair shop, laundromat, supermarket, camping, picnicking, dance studio, and fantasy. Rotate the prop boxes in the home living area.</p> <p>Join in dramatic play when invited. Suggest ways to extend play, but avoid directing it.</p> <p>Introduce new dramatic play props prior to placing them in the home living area. Guide children to suggest ways to use them rather than dictating how they are to play with them.</p>

EXPRESSION THROUGH ART FORMS AND ACTIVITIES, cont.	
Benchmarks	Strategies/Activities
2.4 Participates freely in music activities	<p>Show an enjoyment of music and participate in the activities with the children.</p> <p>Do not be concerned about the quality of your singing voice. Children are not critical.</p> <p>Be willing to accept different levels of participation and response to a musical activity.</p> <p>Use music as a way to ease children through transitions and routines such as:</p> <ul style="list-style-type: none"> coming to the table for snack or lunch calming down for rest time cleaning up the classroom putting on clothes to go outside
2.5 Enjoys singing games, dramatizing songs and moving to music	<p>Use music in group/circle time to help children feel a part of the group. Group singing, movement activities and action games help children learn to cooperate with the group. Suggested types of songs to include:</p> <p>Songs with lots of repetition: “Ole McDonald Had a Farm” and “Skip to My Lou”</p> <p>Songs with finger plays: “Eensy Weensy Spider”, “Where is Thumbkin”, and “Wheels on the Bus”</p> <p>Singing games and action songs: “Hokey-Pokey”, “Farmer in the Dell”, “Looby Loo”, and “Did You Ever See a Lassie?”</p> <p>Music with different tempos and styles: waltz, jazz, folk, lullaby, spirituals, classical, reggae, etc.</p> <p>Old traditional and folk songs: “She’ll Be Coming ‘Round the Mountain”, “Pop Goes the Weasel”, “This Old Man”, and “Bingo”</p> <p>Nursery rhyme songs: “Baa Baa Black Sheep”, “Jack and Jill”, and “Little Jack Horner”</p> <p>Songs from other cultures. Begin with music from the cultures represented in your classroom, then expand to other cultures. Include songs in other languages.</p>
2.6 Expresses through movement what is felt and heard in various musical tempos and styles	<p>Select books about music to read to the children and to include in the library. Some suggested titles:</p> <p>This Old Man by Pam Adams</p> <p>There Was an Old Lady Who Swallowed a Fly by Simms Taback</p> <p>Over the River and Through the Woods by Lydia Child, Illustrated by Brinton Turkle</p> <p>The Little Drummer Boy by Ezra Jack Keats</p> <p>Frog Went a-Courtin’ by John Langstaff and Feodor Rojankovsky</p> <p>The Rooster Crows by Maude and Miska Petersham</p> <p>Umbrella by Taro Yashima</p> <p>The Wheels on the Bus by Maryanne Kovalski</p> <p>What a Wonderful World by George D. Weiss and Bob Thiele, Illustrated by Ashley Bryan</p>

EXPRESSION THROUGH ART FORMS AND ACTIVITIES, cont.	
Benchmarks	Strategies/Activities
2.7 Experiments with a variety of musical instruments and sound sources	<p>Include a variety of rhythm instruments, either purchased or made. For example: drums, rhythm sticks, cymbals, kazoos, tambourines, triangles, maracas, shakers, rattles, bells/bell bands, gourds, castanets.</p> <p>Use the rhythm instruments for rhythm bands. Remember to keep all band participation informal, working for expression and creativity, not a concert.</p> <p>Use instruments when marching, to accompany songs, records, tapes and CDs for individual enjoyment during times when children play in activity centers.</p>
2.8 Identifies the source of a variety of sounds	<p>Make or purchase a tape or CD of sounds heard in the environment. For example: home, school, outdoors, and community. Play the tape and have children listen carefully to identify the sounds.</p> <p>Make sound cans by filling film cans with items that make different sounds. For example: rice, beans, paper clips, buttons. Make pairs of sound cans for children to match. Let children suggest items to add to cans and allow them to experiment with and make sound cans.</p>
2.9 Moves in time to the beat	<p>Collect materials for a band prop box, which may include a band uniform, a baton, cassette player and tapes with marching music. Add a microphone to the dramatic play area.</p> <p>Extend children's understanding of music by: Inviting a guest to play a musical instrument. Taking children to watch a school marching band as they practice on the football field.</p>

EXPRESSION THROUGH ART FORMS AND ACTIVITIES, cont.	
Benchmarks	Strategies/Activities
2.10 Explores and manipulates art media	<p>Designate one area of the room as the ART CENTER. Locate it near a water source and natural light, if possible Place child size table(s) and chairs in the area Include a low, open shelf and storage containers</p> <p>Begin by stocking the art area with the basics: Painting materials: easels, either free-standing or wall easel paints: liquid tempura, powdered tempura, water-based paint and finger paint brushes of different widths paper: manila, newsprint, construction, butcher, wall paper samples, wrapping paper, newspaper Drawing and pasting materials: crayons water-based markers in a variety of colors chalk in white and colors paper in a variety of colors, sizes and textures chalkboards scissors for both left-handed and right-handed children white glue that is water based and school paste Sculpting and molding materials: playdough and clay accessories such as rolling pins, cookie cutters and tongue depressors</p> <p>Display and store materials so that children can easily use and put them away. Store near the art center and label the storage containers and shelves with picture and word labels.</p> <p>Provide a place for drying and displaying children's artwork.</p> <p>Introduce the children to the art materials so that they understand proper use and storage.</p>
2.11 Creates drawings and paintings that gradually become more detailed and realistic	<p>Allow children on a daily basis, to select the art materials and use them on their own and in their own way (independent expression) and set their own time limits for using the materials. For older children (four and up), allow them to extend art activities over several days.</p> <p>For children with special needs it may be necessary to: Adapt materials so children can experience painting and other art media. Limit choices to only two items, for example crayons or markers. Allow extra time for activities.</p> <p>Avoid coloring books, patterns, pre-cut models, adult models or drawing for the children. All of these have a negative effect on creativity.</p>

EXPRESSION THROUGH ART FORMS AND ACTIVITIES, cont.	
Benchmarks	Strategies/Activities
2.12 Preplans art project and then works with care	<p>Extend beyond the basics:</p> <p>Discuss with parents the colors, designs, types of materials that are representative of their culture and stock the art area with these materials.</p> <p>Use different types of tools for painting. For example: rollers, straws, sponges cut into various shapes, corks, string, plastic squeezable dispenser bottles, roll top deodorant bottles, etc.</p> <p>Encourage children to mix colors of tempera or white paint to see what happens.</p> <p>Include collage activities:</p> <p>Introduce collage materials such as wallpaper samples, fabric scraps, ribbons, wood scraps, feathers, seeds.</p> <p>Have a variety of paper on which to assemble the items: cardboard, heavy corrugated paper, construction paper, and poster board.</p> <p>Provide glue and white paste and scissors.</p>
2.13 Recognizes and responds to beauty in the environment	<p>Call children's attention to beauty in nature. For example, the color of a flower or a leaf, a dewy spider web glistening in the sun, markings on the wings of a butterfly, or white, fleecy clouds in the sky.</p> <p>Select books about art to read to the children and to include in the library. Some suggested titles:</p> <p>A Color of His Own by Leo Lionni</p> <p>Little Blue and Little Yellow by Leo Lionni</p> <p>Mouse Paint by Ellen Stollh Walsh</p> <p>Planting a Rainbow by Lois Ehlert</p> <p>Draw Me a Star by Eric Carle</p> <p>A Rainbow of My Own by Don Freeman</p> <p>A Child's Book of Lullabies by Shona McKellar, combines both art and music with paintings by Mary Cassatt</p> <p>Display children's individual artwork at their eye level and so that it is predominate in the classroom. Include three-dimensional child-created work such as playdough, clay and carpentry, as well as flat work.</p> <p>Display art, (for example: reproductions, and postcards), sculptures, needlework and artifacts that are representative of various cultures.</p> <p>Display the work of famous artists through prints, posters, paintings, art books, and art postcards. For example:</p> <p>Van Gogh's "Sunflowers" and "Starry Night"</p> <p>Monet's "Gardens at Giverny" and "Watercolors"</p> <p>Cassatt's "The Boating Party" and "Children at the Seashore"</p> <p>Homer's "seascapes"</p> <p>Renoir's "children and parks"</p> <p>Chagall's "circuses and villages"</p>

DEVELOPMENTAL LEARNING STRAND 3.
COGNITIVE / INTELLECTUAL LEARNING

Cognitive/Intellectual learning enhances communication, problem solving, making choices, exploring, experimenting, and questioning.

LANGUAGE ARTS	
Benchmarks	Strategies/Activities
3.1 Shows enjoyment of books and stories and discussion of them	<p>Read to children several times daily. Read in small or large groups and to individual children, depending on the ability of the children to attend to the story. (Read Aloud or Shared Reading)</p> <p>Read to the children informally, for example during child-initiated play.</p> <p>Gradually increase the length and complexity of stories you read or tell.</p>
3.2 Tells a story in sequence, following the pictures in a book	<p>Allow time after the story for discussion or for children to retell the story (story retelling) following the pictures in the book.</p> <p>Arrange for children with a visual impairment or a hearing loss to sit close to the reader during story time so they can see the pictures or hear the words as the book is read.</p> <p>Include a wide selection of books that are accessible to children for a substantial portion of the day for independent reading.</p> <p>Include books that reflect diversity.</p> <p>Include books with large print for children with visual impairments.</p> <p>Include books in children's primary language.</p> <p>Display the books in the library center so children can see the covers, thus making selection easier for them.</p> <p>Spend some time in the library center during that part of the day when children select areas in which to play.</p>
3.3 Demonstrates knowledge of how to use a book	<p>Model and discuss with children how to use and care for books. For example:</p> <ul style="list-style-type: none"> Introduce the parts of a book: cover, title page and pages, title, author and illustrator. Demonstrate starting at the beginning and turning each subsequent page. Demonstrate how to turn the pages. Demonstrate how to return books to the display area

LANGUAGE ARTS, cont.	
Benchmarks	Strategies/Activities
3.4 Demonstrates visual discrimination skills and visual memory skills	<p>Provide materials that promote the development of visual discrimination skills. Some examples include:</p> <ul style="list-style-type: none"> puzzles pegs and pegboards stringing beads and laces, adding pattern cards parquetry blocks and pattern cards or boards <p>Play games that involve children in visual discrimination activities. Some examples include:</p> <ul style="list-style-type: none"> Bingo games with matching pictures, colors and shapes Dominoes with either matching pictures or numbers of dots <p>Play “What’s missing?” Have 3-5 items in a box. Show the items to children and spread them on the floor. Ask children to close their eyes as you remove one item from the pile, mixing up the pile. Ask children to identify what is missing. Continue to play the game, removing different items.</p> <p>Play “Memory”. Have 12 pairs of matching cards; for example, 12 pairs of animal cards. The ability of the group will determine the number of pairs to use. Play the game as follows:</p> <ul style="list-style-type: none"> Shuffle cards and lay face down in rows. Each child, in turn, turns up two cards. If the cards match, the child gets to keep them. If the cards don’t match, the child replaces them in the same place. Emphasize to children remembering where the cards are. The game continues until all pairs have been matched.
3.5 Understands that print conveys a message	<p>Let children see you write their names, attendance records and notes to parents, for example. (modeled writing)</p> <p>Make and post signs, charts and labeled pictures in the classroom at children’s eye level. Write signs in the languages spoken by the children. Read signs with the children.</p> <p>Link children’s spoken communication with written language (LEA, Language Experience Approach). For example:</p> <ul style="list-style-type: none"> After an experience such as a listening walk on the playground, or a field trip to a point of local interest, have children dictate a story that you write down for them. Invite children to dictate stories to go with their artwork and write what they say. <p>Add printed materials such as telephone books, magazines, grocery store ads, grocery list pads and menus to home living area. (environmental print)</p> <p>Use pictures and words on recipe cards or charts for use in nutrition experiences.</p>

LANGUAGE ART, cont.	
Benchmarks	Strategies/Activities
3.6 Demonstrates an interest in using writing for a purpose	<p>Establish a writing center in the classroom. Include a variety of writing tools, types of paper, and printing tools. Some examples to include are: Writing tools: thick pencils – black and colored lead, washable magic markers, chalk and chalkboards, crayons. Paper: computer printout, magazines, index cards, small blank books, unlined and lined paper, construction paper, carbon paper, envelopes and stationery. Printing tools: alphabet letter stamps and ink pad Other tools: hole punch, scissors, paper clips, stapler</p> <p>Keep paper and writing tools in various areas of the classroom. For example, in the block area to make signs and in the home living center to write a grocery list or take a restaurant order.</p> <p>Let children write whenever they are interested, while never forcing them to practice writing.</p> <p>Comment on the child's attempts to write. For example, "You made a whole row of Cs, then a row of Ms".</p>
3.7 Identifies letters and signs in the environment	<p>Use letters as they come up in real situations. Some examples include: Write children's names on their art work and to label their cubbies. Make and laminate a name card for each child and use for activities such as roll call or for placing on helper's chart. Write signs upon request by children. For example, a child may want a "Do not disturb" sign for his block structure. Call attention to names of children that begin with the same letter of the alphabet and have the same initial sound.</p>
3.8 Uses known letters or approximation of letters to represent written language	
3.9 Identifies some letters and makes some letter-sound matches	<p>Use appropriate upper and lower case letters when writing.</p> <p>When reading with children the language experience stories (LEA) they have dictated, call attention to words that begin with the same letters of the alphabet. Let them pick out the letters in their names. (CAP, Concepts About Print)</p> <p>Include alphabet books to be read to the children and to place in the library. Suggested titles include: Jambo Means Hello: Swahili Alphabet Book by Muriel Feelings, illustrated by Tom Feelings A My Name is Alice by Jane Bayer, illustrated by Steven Kellogg Chicka Chicka Boom Boom by Bill Martin, Jr. and John Archambault, illustrated by Lois Ehlert Growing Vegetable Soup by Lois Ehlert</p>

MATHEMATICS AND SCIENCE

Benchmarks	Strategies/Activities
<p>3.10 Classifies objects by physical features such as shape or color</p>	<p>Provide materials of the same shape and color. Some examples include: unit blocks, attribute blocks, parquetry blocks, pegs, stringing beads, counting bears, and crayons</p> <p>Store children's materials by color or shape. For example: Place all crayons of same color in a container of the same color, all counting bears in bowls of the same color. When children are putting away materials, remind them to "Put all the blue bears in the blue bowl."</p> <p>Store all blocks of the same shape together. To make this easier for children to do, make labels by tracing the outlines of blocks onto solid-colored contact paper. Cut out the outlined shapes and place on the shelves. Place the shapes on the shelf lengthwise so children can see which block is which. Demonstrate, model and assist children to put blocks away by shape.</p>
<p>3.11 Classifies objects conceptually (things that go together)</p>	<p>Play classification games. Call this one "Things That Go Together". Play it as follows: Gather a group of items that include pairs of objects that go together. Some example are: shoe & sock, comb & brush, hammer & nail, pencil & paper, knife & fork, and flower & vase. Place the items in front of the children, separating pairs. Ask the children, one at a time, to select the items that go together and to explain their choice. After children have had lots of experience with real objects, play classification games with photos or pictures of items that go together.</p> <p>Provide commercial or teacher-made two-piece puzzles of paired items. Puzzles are self-correcting.</p>
<p>3.12 Recognizes patterns and can repeat them (patterning)</p>	<p>Introduce children to auditory patterns through hand claps, foot taps and leg slaps. Begin with a three-part pattern, gradually increasing the complexity.</p> <p>Bring in a piece of wallpaper with a repeating pattern and show it to the children, guiding them to notice the patterns.</p>

MATHEMATICS AND SCIENCE, cont.	
Benchmarks	Strategies/Activities
3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)	<p>Introduce a fishing game to the children. Procedures are: Cut cardboard fish in different lengths. For example, 3", 4", 5" and 6". Attach a paper clip to each fish. Make a fishing pole with a dowel and a magnet tied to the end of the string. Create a pond with a shallow box or a piece of blue construction paper on the floor. Let children "go fishing" by touching the magnet to the paper clip. Have the children arrange the fish from smallest to largest. They can also count the number of fish caught.</p> <p>Introduce numbers (how many) with people and real objects. Count the number of children in the group. Count the number of boys and the number of girls. Discuss which group (set) has the most. Count the number of crackers each child has for snack.</p> <p>Provide number/numeral materials. For example, counting bears, magnetic numerals, number stamps and rulers and tapes for measuring.</p> <p>Include commercial or teacher-made number/numeral two-piece puzzles. Each puzzle contains one piece with a numeral and the other piece contains a corresponding number of objects. Purchase or make 10 puzzles, from 1 to 10. Children can also put puzzles in numerical order.</p> <p>Introduce games such as number bingo and dominoes with dots.</p> <p>Include counting songs, finger plays and chants. Some examples include: This Old Man Three Blind Mice Five Little Monkeys Six Little Ducks Five Little Speckled Frogs One Elephant Went Out to Play The Number Rock by Steve and Greg</p> <p>Learn to count (1-10) in another language, such as Spanish, and teach this to the children.</p>

MATHEMATICS AND SCIENCE, cont.	
Benchmarks	Strategies/Activities
3.16 Demonstrates an understanding of addition and subtraction, using manipulatives	<p>Model and encourage children to use fingers to act out finger plays such as “Five Little Monkeys” so they can visually see the results of one being eliminated (subtraction).</p> <p>Include number books. Suggested titles include: Anno’s Counting Book by Mitsumasa Anno One Was Johnny by Maurice Sendak Ten, Nine, Eight by Molly Bang Fish Eyes – A Book You Can Count On by Lois Ehlert Ten Black Dots by Donald Crews</p> <p>Make a chant or song chart on cards that include number of characters and the corresponding numeral. Make the cards large enough for children to see in the group. For example, for the chant, “Five Little Monkeys” : Make five cards. Card one with 5 monkeys and the numeral 5. Card two with 4 monkeys and the numeral 4, etc. Show the cards, one at a time, so the children can “read the card” and say the chant and use fingers to act it out.</p> <p>Take the children on a walk, giving each child a small bag in which to collect items from nature. After returning to the classroom, suggest that the children sort the objects. Record how many items in each group (set) the child has collected. For example, 5 pinecones and 10 leaves. Discuss which group has more or less items.</p> <p>Avoid written addition and subtraction exercises in favor of child-directed, hands on experiences with real objects and real problems to solve. As children are playing with manipulatives, introduce subtraction and addition words. Here is an example: To a child who has stacked 5 Ring-A-Majigs, count the rings with the child and ask, “If you add one more, how many will you have?” Encourage the child to add and subtract and verbalize the results.</p> <p>Present stories such as The Gingerbread Man by Paul Galdone and Mr. Gumpy’s Outing by John Burningham in which characters are added to the story one at a time. Use felt figures to tell the story. After each character is added, ask, “How many people (or animals) are in the story now?” Allow the children to use the figures to tell the story.</p>

MATHEMATICS AND SCIENCE, etc.	
Benchmarks	Strategies/Activities
3.17 Shows understanding of different relationships of objects in space (spatial relations)	<p>Include chants or songs to teach location words. For example: The traditional, "The bear went over the mountain to see what he could see", can be expanded to include, "The bear went around the mountain," or "The bear went through the mountain."</p> <p>The children's favorite "Going on a Bear Hunt" contains many words that relate to space: over, under, through, around, up, down, for example.</p> <p>Play a game using hoops or rings approximately 18" in diameter. Hula hoops can be used. Give directions related to space. For example "Walk around the circle." "Jump inside the circle." "Put one foot in the circle." "Stand inside the circle." Hap Palmer's record, cassette, or CD entitled "Learning Basic Skills Through Music" includes "Circle Games" in which children are directed to assume positions in space as noted above.</p> <p>Songs and games such as Hokey Pokey, Looby Loo and Go In and Out the Window direct children's movements in space.</p>
3.18 Shows an awareness of time concepts	<p>Use time words in daily conversation with children. For example, as you review plans for the day, note which activities follow the other. Discuss what happened yesterday and what is planned for tomorrow.</p> <p>Use photos or drawings to illustrate each time period of the daily schedule. For example, arrival time, group time, snack time, etc. Review the illustrated schedule with the children. Allow them to put the schedule in sequential order. Post the schedule in the room where children can easily see it.</p> <p>Give children "time" reminders. For example, tell them "You have five more minutes to play in learning centers, then it is time to clean up."</p> <p>Let children see you write the date. For example, when you use the date on attendance reports, lunch counts or other notices, write where children can see what you are doing. Say aloud what you are writing. (modeled writing)</p> <p>Write short notes home to parents and date each one.</p> <p>Date the experience stories that you write as children dictate them to you.</p> <p>Combine movement and time concepts. One example is an activity you might call "How Will We Move Today?" Today is Monday so let's march and march today. Today is Monday so let's march and march today. Let's march the day away.</p> <p>Add a different movement for each day. For example, jump on Tuesday, hop on Wednesday, etc. Let the children suggest movements to go with the days.</p>

MATHEMATICS AND SCIENCE, cont.	
Benchmarks	Strategies
3.19 Shows interest in exploring the environment	<p>Include books that relate to time. Suggested titles include: The Very Hungry Caterpillar by Eric Carle Today Is Tuesday by Eric Carle The Very Quiet Cricket by Eric Carle Chicken Soup With Rice – A Book of Months by Maurice Sendak A Year of Beasts by Ashley Wolff Night in the Country by Cynthia Rylant, illustrated by Mary Szilagyi Cookie’s Week by Cindy Ward, illustrated by Tomie dePaola</p> <p>Incorporate food/nutrition experiences into the curriculum as a method of introducing math and science concepts such as: ordering and sequencing, numeration, measuring, time, one-to-one correspondence, cause and effect, and change.</p> <p>Designate a special place that is easily accessible to the children as the science, discovery or exploration area in the classroom.</p> <p>Locate the area near a window, if possible, so items such as plants can benefit from the sunlight and so children can easily observe the outdoor environment.</p> <p>Place a low table in the area so children can either stand or sit as they explore and experiment with the materials in the center.</p> <p>Locate a low, open shelf near the table for storage of extra equipment and materials. Store like materials together on the shelf and in labeled, see-through containers.</p> <p>Include equipment and materials in the center that children can use independently and that invite participation, exploration, discovery and experimentation. Suggested equipment includes: magnifiers, metal mirrors, prisms, thermometers, kaleidoscopes, plastic flashlight, binoculars, balance scales, assorted magnets, color paddles, and pulley and wheels.</p> <p>Materials to include will vary with interests and abilities of the children, with seasons and with what is available in the local environment. Some suggested collections of materials include rocks, stones, seedpods, gourds, nests, pine cones, assorted feathers, fossils, horns, and antlers.</p>

MATHEMATICS AND SCIENCE, cont.	
Benchmarks	Strategies/Activities
<p>3.20 Uses senses to learn about the characteristics of the environment, and to collect data (scientific process: observing)</p>	<p>Encourage children to use their senses to learn about the outdoor environment. For example:</p> <ul style="list-style-type: none"> Experience the weather as you go for walks. Observe the movement of leaves on a windy day. Listen for sounds of nature and the neighborhood. Lie on their backs and watch the clouds go by. Watch small things like bugs and ants. Look for bird or animal tracks. Observe water on the sidewalk evaporate when the sun comes out after a shower. Smell freshly mowed grass. <p>Plan indoor sensory experiences. Suggested activities include:</p> <ul style="list-style-type: none"> Provide a “feely” bag in which items are placed. Children reach in, describe and identify the objects by touch. Play an audio tape of the voices of the children in the classroom. Children listen and try to recognize whom they hear. Allow children to assist in the preparation and use of scented play dough. <p>Take advantage of every day events to help children learn about nature and science. For example, the changing weather and watching snow melt and freeze.</p>
<p>3.21 Uses words to describe the characteristics of objects (scientific process: communicating)</p>	<p>Plan a tasting activity that includes foods that are salty –pretzels; foods that are sour – pickles; foods that are sweet – bananas. Encourage children to talk about how the foods taste and to decide on their favorite. Record their choice on a graph and write a “summary” story.</p> <p>Involve children in outdoor science experiences. Some examples include:</p> <ul style="list-style-type: none"> Use a pulley somewhere on the playground. Use it to hang a bird feeder or flag so children can use it purposefully. Take a “feely” walk to discover the different textures outdoors. Use binoculars to watch birds, planes and people. Plant and care for a vegetable or flower garden. Examine flowers and plants with a magnifying glass. Make and hang windsocks or wind chimes. Blow bubbles and fly kites on windy days. <p>Plan nutrition experiences where children can observe change. Examples include:</p> <ul style="list-style-type: none"> Make lemonade or orange juice. Make juice popsicles. Make Jell-O. Make pudding by stirring milk into dry instant pudding mix. Make butter by vigorously shaking heavy whipping cream in a jar. <p>Record children’s dictated stories about their science and nutrition experiences.</p>

MATHEMATICS AND SCIENCE, cont.	
Benchmarks	Strategies/Activities
<p>3.22 Makes comparisons (scientific process: comparing)</p> <p>3.23 Shows awareness of cause-effect relationships</p>	<p>Involve children in simple science experiments such as:</p> <ul style="list-style-type: none"> What floats? What sinks? What objects will light shine through? What materials absorb water? What will happen if we mix two colors? What objects are attracted to magnets? What happens when we mix different liquids with water? What happens when we mix different solids with water? <p>Concepts such as “sink” and “float” can be introduced to children as a guided experience at circle time. Then children can experiment with the activity later, either in the science area or outdoors.</p> <p>Prepare a prediction chart for the planned experiment ahead of time. The chart can be made and used as follows:</p> <ul style="list-style-type: none"> Write the science question that is the focus of the experiment Across the top of the page. For example, “What Floats? What Sinks?” Make two columns on the chart: one for children’s predictions on the left and one for results on the right. Label the left column “Predictions” and the right column “Results.” Divide each column into a “Yes” column and a “No” column large enough for children to make their own tally marks in the appropriate place. List the items to be tested down the left side of the chart and tape a picture of the object next to the appropriate word. One at a time, ask children to choose an object and predict whether it will sink or float. If they think the object will float, ask them to make a check with the green crayon in the “Yes” column. If they think it won’t float, ask them to make a red “X” in the “No” column. Allow each child an opportunity to test the predictions with a different object, marking the results in the appropriate column. Together examine the “Predictions” chart and discuss the results. Write a “summary” story of the results of the experiment.
<p>3.24 Finds more than one solution to a problem</p> <p>3.25 Applies information or experience to a new context (scientific process: applying)</p>	<p>Pose problem-solving situations to the children. Suggested procedures to follow:</p> <ul style="list-style-type: none"> Begin by helping children identify a problem such as: “We need to get the water from the sink to the water table. How many different ways can we do that?” Encourage children to generate more than one solution to the problem. Ask open-ended questions such as “Can you think of another way?” Have children select a method and test it and evaluate it? Did it work? Was it effective? Try another method and evaluate it and decide which method works best. You may later observe children experimenting with other methods of moving water from one place to another.

MATHEMATICS AND SCIENCE, cont.	
Benchmarks	Strategies/Activities
	<p>Include science books in the classroom. Place them in the science area, in the library center, and read and discuss them with the children. Some suggested titles include:</p> <p>The Snowy Day by Ezra Jack Keats The Wind Blew by Pat Hutchins Gilberto and the Wind by Marie Hall Ets Umbrella by Taro Yashima I Am Water by Jean Marzolla My Five Senses by Alike The Reason for Seasons by Gail Gibbons The Great Kapok Tree by Lynne Cherry A Busy Year by Leo Lionni Our Yard is Full of Birds by Anne Rockwell Color Dance by Ann Jonas</p> <p>Collect resources for science activities. Some examples include:</p> <p>1-2-3- Science by Gayle Billinger Bubbles, Rainbows and Worms by Sam Ed Brown Learning Through Play – Science by Susan Bromberg Kleinsinger Hug a Tree by Robert Rockwell Early Childhood Today, a magazine published by Scholastic, Inc., and available by subscription, often has science activity plans. Investigating Science with Young Children by Rosemary Althouse</p>
SOCIAL STUDIES	
Benchmarks	Strategies/Activities
3.26 Identifies self as a boy or girl	<p>Refer to children as “boys” and “girls” as you are talking.</p> <p>Provide props and dress-up clothes for both males and females.</p> <p>Include books that show males and females in non-traditional roles. Suggested titles include:</p> <p>William’s Doll by Charlotte Zolotow, illustrated by William Pene DuBois Amazing Grace by Mary Hoffman Daddy Makes the Best Spaghetti by Anna Grossnickle Hines Ten, Nine, Eight by Molly Bang</p> <p>Fill the environment with pictures of boys and girls of many racial and ethnic backgrounds doing a wide range of activities. Post these pictures at children’s eye level.</p>

SOCIAL STUDIES, cont.	
Benchmarks	Strategies/Activities
<p>3.27 Identifies self as a member of a specific family and cultural group</p> <p>3.28 Shows pride in heritage and background</p>	<p>Plan activities that require children to identify themselves as a girl or a boy. This classification activity is an example: Place a strip of masking tape on the floor. Have a boy stand on one side of the tape line and a girl on the other. Ask the children what is different about the two people. When children identify one as a boy and one as a girl, bring another child up and ask where he or she should go. Allow each child a turn.</p> <p>Include props such as sets of small figures that represent families of different structures and cultures, males and females in diverse roles, and individuals with different abilities. These are available in school supply catalogs.</p> <p>Model respect for each child and that child's family members.</p> <p>Display photos of children and their families in the classroom at children's eye level.</p> <p>Get to know each family: its structure, occupations, celebrations, activities, holidays or family events that are important to the family.</p> <p>Invite families to come in throughout the year and share the ways they celebrate cultural holidays and family celebrations, as well as family activities such as trips and family photos.</p> <p>Plan food experiences around the cultures of the children in your class.</p> <p>Ask families to share their favorite music tapes or records to play for the children.</p> <p>Integrate authentic materials and activities from different cultures throughout your program and throughout the year as opposed to a "tourist approach" to culture in which the focus is exclusively on celebrations, holidays or festivals from around the world. Begin with the culture of the children in the group and expand to other cultures. Examples of cultural objects to include are; weaving, woodwork, pottery, basketry, beadwork, and cooking utensils.</p> <p>Learn key words and phrases of the child's home language and integrate them into daily and group-time routines such as greeting, singing, story time and transitions. Use them throughout the day one-on-one with the child.</p>

SOCIAL STUDIES, cont.	
Benchmarks	Strategies/Activities
3.29 Shows awareness of the roles people play in society	<p>Introduce to children an awareness of the roles people play in society. To help in planning appropriate activities related to this topic, determine what children already know and can find out more about. Some ways to do this might be:</p> <ul style="list-style-type: none"> Ask the children about their ideas of “people who help us” and list their responses. Know the families and invite children to discuss the roles of their various family members. Take a walk around the neighborhood and encourage children to stop, look and listen. They may see neighborhood stores, construction sites, someone working in a garden, hanging clothes to dry, pushing a baby in a stroller, or driving a bus. Upon returning to the classroom have the children recall their observations and write them down. Take a walk around the center, especially if it has a large number of staff in different roles, or is located on a school campus. Introduce the children to the various people and discuss the jobs they do. Show children pictures of community helpers and ask them to guess who they are and what they are doing. Ask children questions such as “What do you want to be when you grow up?” What kinds of work do you like to do?” <p>Provide clothing and props for dramatic play that represents different roles in society. Allow children to dress in clothing of their choice.</p> <p>Invite guests to the classroom or take field trips in the community to increase awareness of roles people play. For example, invite a children’s librarian to bring in books to read to the children. Visit a nursery where children can be involved in potting plants. Invite family members to share their occupations with the children.</p>
3.30 Functions as a member of the classroom community	<p>Use whole group time to build on the idea of the classroom as a community. Discuss and include activities children can do as a group. Some examples include: storytelling and book reading, singing and dancing, taking attendance and discussing who is absent, problem solving of classroom situations that arise, writing a “thank you” note to a class visitor.</p> <p>Discuss how each person, including the adults, can share in classroom responsibilities. Some tasks might include cleaning up play areas together, serving as classroom helpers, and being both leaders and followers.</p> <p>Involve children in establishing “rules” or guidelines for behavior and discussion of reasons for the rules. Include rules related to the safety of self and others.</p>

SOCIAL STUDIES, cont.	
Benchmarks	Strategies/Activities
3.31 Shows awareness of safe behavior	<p>Create opportunities for cooperation. For example: Ask two children to do a task together, such as carrying in the tub of sand toys from outdoors. Comment on how much easier it is when two people work together. Include parachute play where children are required to work together to keep the ball on the uplifted parachute. Create a group mural with each child contributing a drawing of his or her family or favorite community helper, for example.</p> <p>Show children how to use equipment and materials in a safe manner. For example: Sit at a table when using scissors. Sit in the seat and hold on while swinging.</p> <p>Comment positively when safe behavior of children is observed.</p> <p>Model safe behavior.</p> <p>Add props to encourage children to engage in play related to safety. For example, adding a fire hat and a piece of hose to trike play invites children to role-play putting out a fire.</p>
3.32 Cares for the environment	<p>Maintain an orderly classroom environment as a model for the children.</p> <p>Make taking care of the indoor and outdoor environment a normal part of the daily routine in which everyone participates.</p> <p>Be involved in cleaning up the classroom with the children.</p> <p>Use recycled materials to create props for play. Involve families in saving these materials for the classroom.</p> <p>Include books related to families and community for reading to children and to place in the library. Suggested titles include: Bigmama's by Donald Crews The Relatives Came by Cynthia Rylant, illustrated by Stephen Gammell The Patchwork Quilt by Valerie Flourney, illustrated by Jerry Pinkney Families are Different by Nina Pellegrini Abuela by Arthur Dorros Peter's Chair by Ezra Jack Keats Who Uses This ? by Margaret Miller</p>

DEVELOPMENTAL STRAND 4: PHYSICAL DEVELOPMENT

Physical development promotes good health, nutrition, fitness, and fine and gross motor coordination.

HEALTH AND NUTRITION	
Benchmarks	Strategies/Activities
<p>4.1 Identifies body parts and understands their functions</p>	<p>Include activities, songs, games and finger plays that introduce body parts and their functions. Examples are: Head, Shoulders, Knees and Toes Hokey Pokey Looby Loo Eye Winker</p> <p>Ask open-ended questions such as: “What are some things hands can do?” “What are all the things feet can do?” Write children’s ideas on chart paper or chalkboard. Integrate sense awareness with body parts. For example: Say to children “Look out the window. What do your eyes see right now?” Take the children on a walk and suggest that they use their ears. Call it a “listening walk.” After the children look out the window, or go on a listening walk, as they share things they saw or heard, make a chart/list as dictated by the children. Ask children. “Suppose you could not see. How would you be able to identify the food you are eating?”</p> <p>Create a mural of each child’s handprints. Have each child dip a hand in finger paint, then press on a large sheet of butcher paper. Write each child’s name below his/her handprint if the child cannot write their own name. Mount the mural on the wall and have children find their handprint.</p> <p>Include books about the body and the senses. Some suggested titles: My Hands by Alik The Listening Walk by Paul Showers Here Are My Hands by Bill Martin Jr. and John Archambault, illustrated by Ted Rand</p>
<p>4.2 Demonstrates health and personal care habits</p>	<p>Model health and personal care practices such as washing hands and eating only healthy foods in the children’s presence.</p> <p>Provide time daily for rest as required in licensing.</p>

HEALTH AND NUTRITION, cont.	
Benchmarks	Strategies/Activities
	<p>Teach children to manage health and personal care practices independently. For example: proper hand washing and tooth brushing techniques, taking care of toileting needs, flushing toilet, putting on and taking off own coat, proper use and disposal of tissues used for blowing nose.</p> <p>Share with parents children's accomplishments in health and personal care practices and encourage them to follow through with this at home.</p> <p>Include health related books, pictures, songs and games. For example: Collect pictures related to health and personal care and use them to encourage children to discuss the practices. Place health care items such as a bar of soap, toothbrush, wash cloth and comb in feely bag or box. Let children take turns identifying an object in the bag by touch. Then have them bring the item out of the bag and talk about what it is, how it is used, and how it helps keep them healthy. Sing songs such as "This Is The Way We Wash Our Hands," making accompanying motions. Encourage children to contribute additional health and personal care practices to the song.</p>
4.3 Tries new foods before deciding whether he/she likes them	<p>Serve a variety of healthy foods to the children.</p> <p>When adding a food to the menu that is new to the children, include in the meal other foods that are the children's favorites.</p> <p>Model for children by sitting at the table with them during meals and snacks, eating the same food as they do, including new foods.</p>
4.4 Recognizes different types of food	<p>Plan nutrition/food experiences that allow children to be actively involved in the preparation, serving and eating of healthy foods. Some examples are: Spreading butter on bread or cream cheese on bagels. Plan a fruit tasting activity: Involve children in washing, cutting and tasting fruits such as apples, bananas and strawberries. Label the items as "fruits." After the children have tasted the fruits, guide them to decide on their favorite and record their choices on a graph. Upon completion of graph, write a "story summary" and read it with the children. This tasting activity can be done with other groups of food. For example, different kinds of bread: pita, bagel and tortillas.</p> <p>Involve children in planting, growing, harvesting, preparing and tasting vegetables such as tomatoes, squash and cucumbers.</p>

HEALTH AND NUTRITION, cont.	
Benchmarks	Strategies/Activities
4.5 Shows awareness that some foods are better for your body than others	<p>Take children on a field trip and buy food and take it back to the classroom to prepare and eat. Suggested field trip sites include fruit and vegetable market, supermarket, bakery, pumpkin patch, and fruit orchard.</p> <p>Include local, regional, ethnic and cultural foods in your menu. For example: bagels and cream cheese, burritos, chili, lasagna, and black-eyed peas and cornbread.</p> <p>After children have had many first hand experiences with healthy foods, plus discussions contrasting the value of nutritious foods vs. junk foods, include activities using symbols such as pictures and flannel/felt backed pictures of food. Use these for classroom activities. For example:</p> <p>Introduce food classification activities:</p> <p>Have children create a mural that is divided into appropriate sections. Label one section “Fruits” and one section “Vegetables” and have children select pictures of fruits and vegetables and place in the appropriate section.</p> <p>Divide a mural into sections labeled “Healthy Foods” and “Junk Foods.” Children select pictures of foods and place them in the proper section of the mural. Guide them to discuss the reasons for their choice. Post the mural in the kitchen area of the home living center.</p> <p>Include books about food for reading and discussing with the children and to place in the library, home living and science centers. Some suggested titles:</p> <p>Apples and Pumpkins by Anne Rockwell Bread, Bread, Bread by Ann Morris, photo illustrated by Ken Heyman Growing Vegetable Soup by Lois Ehlert Pumpkin, Pumpkin by Jeanne Titherington Stone Soup by Marcia Brown The Little Red Hen by Paul Galdone Tops and Bottoms by Janet Stevens</p> <p>Share with parents information about healthy foods. For example:</p> <p>Suggest healthy snacks parents can bring for birthday celebrations.</p> <p>Compile a recipe book for parents of children’s favorite healthy snacks.</p> <p>At open house, serve healthy snacks.</p> <p>At a parent meeting, involve parents in preparing healthy snacks.</p> <p>Invite parents to send a favorite family recipe and compile in a recipe book, making enough copies for each family.</p>

FINE MOTOR	
Benchmarks	Strategies/Activities
4.6 Coordinates eye and hand movements to complete tasks	Include puzzles, pegs and pegboards, beads to string, construction sets, sewing and lacing cards, linking and interlocking sets.
4.7 Uses small muscles for self-help skills	Teach children to button, zip and snap and allow time for them to use and practice these skills.
4.8 Uses writing and drawing tools with control and intention	Offer a variety of writing and drawing tools: pencils, crayons, markers, chalk, blank and lined paper. Make accessible materials on different levels of difficulty for children with varying fine motor skills. For example, regular and knobbed puzzles.
GROSS MOTOR	
Benchmarks	Strategies/Activities
4.9 Freely participates in gross motor activities	Participate in children's gross motor play. Provide adequate space outdoors and some space indoors for gross motor play. Include daily activities that involve movement and exercise. For example: Use records, cassettes, or CDs. Some titles include: Kids in Motion by Greg and Steve Boogie Woogie Bear All Time Favorite Dances Hokey Pokey Aerobic Power for Kids Mousercize by Disney
4.10 Throws, kicks, bounces and catches	Allow time each day for children to acquire and practice gross motor skills: run, jump, gallop, and skip.
4.11 Runs, jumps, hops and skips	Provide equipment to stimulate a variety of skills: low beam, or tape on floor for balancing, trikes for steering and pedaling, balls to toss, catch and kick, ladders and ramps for climbing.
4.12 Shows balance and coordination	Include indoor gross motor activities, especially on days when children are unable to go outdoors because of inclement weather. Have readily available plans and materials and equipment for indoor gross motor activities. Some examples: bean bags to toss into a bucket or basket, or to use with a record or tape of guided activities, exercise and movement tapes and records, balls and velcro mitts, ring toss, and obstacle courses created in the classroom.

GROSS MOTOR, cont.	
Benchmarks	Strategies/Activities
4.13 Climbs up and down equipment	<p>Play games that include motor activities. For example: Skip to My Lou Simon says, “Jump up and down 3 times”, “Hop on one foot.”</p> <p>Include daily warm-ups such as stretching, jumping jacks, running in place and exercises you and the children create. Include exercises that incorporate the movement of animals: Hopping (grasshoppers, frogs, rabbits, kangaroos) Running (dogs, foxes, squirrels, wolves) Gallop (horses, donkeys, zebras) Crawling (snakes, lizards, caterpillars)</p> <p>Provide space that is easily accessible for all children in the group. For example, no barriers for children with disabilities.</p> <p>Adapt or provide equipment for children in the group with disabilities.</p> <p>Include gross motor equipment that stimulates skills on different levels. For example: different sizes of balls, ramp and ladder access to climbing structure, and trikes with different wheel sizes.</p>

DEVELOPMENTAL LEARNING STRAND 5. LANGUAGE

Language enhances the development of children in all areas.

LANGUAGE	
Benchmarks	Strategies/Activities
5.1 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar	<p>Model effective communication skills such as: speaking in complete sentences, and speaking with appropriate grammar.</p> <p>Listen to the children and allow time for them to respond.</p> <p>Honor the “quiet time” for children who may need time to absorb the new environment and will not speak.</p>
5.2 Expands vocabulary	<p>Verbalize for children with limited communication skills.</p> <p>For LEP or ESL children:</p> <ul style="list-style-type: none"> Model language usage by using gestures with words and objects as much as possible. Maintain eye contact so children can see how words are formed. Learn and use key words in the child’s home language; words for greetings and good-byes, for food, toileting, clothing and family members, for example. Introduce the child’s home language to the other children in the group. Include songs from the child’s home language. Include puppets that represent the culture of the child. For example, puppets made from fabric and needle work of the child’s culture. <p>Learn and use some sign language and introduce it to the children in your group.</p>
5.3 Recognizes and identifies by name most common objects and pictures	<p>Introduce and label new materials before adding them to the environment. Invite the children to share their ideas about how they might use the new materials.</p> <p>Collect and use “talk” pictures with individual or small groups of children to stimulate them to talk, to develop vocabulary and to explore concepts.</p>
5.4 Participates in songs, finger plays, rhyming activities and games	<p>Plan many daily opportunities for children to use and expand language. For example: nursery rhymes, finger plays, poetry, records, tapes, and CDs, songs, games, field trips, classroom visitors, language experience stories (LEA), reading of books (read aloud) followed by discussion, storytelling, and lotto and bingo games.</p>

LANGUAGE, cont.	
Benchmarks	Strategies/Activities
5.5 Uses words to communicate ideas and feelings	<p>Encourage children to talk about feelings and ideas instead of solving problems with force.</p> <p>Introduce “feelings” words through books, songs, finger plays, pictures, puppets, and role playing, for example.</p> <p>Ask children to tell about “things that scare me” or “make me happy” or “sad” or “angry” and make a list of what they say.</p> <p>Relate discussions with children to observations or problems children may be having with each other. For example, you have observed children grabbing toys from each other. In group discussion, you might ask the question, “How do you feel when someone takes a toy from you without asking?” “Can you think of another way you might get the toy without grabbing?” Guide them to discuss using words to ask for things and to settle differences.</p> <p>Read and discuss with children books related to feelings.</p> <p>Suggested titles include:</p> <p>Ira Sleeps Over by Bernard Waber</p> <p>The Quarreling Book by Charlotte Zolotow</p> <p>Sam by Ann Herbert Scott</p> <p>Feelings by Alik</p> <p>Use songs such as “If You’re Happy and You Know It” to start a discussion about different emotions.</p>
5.6 Engages in two-way conversation with children and adults	<p>Use routines such as meal and snack time for conversation with children.</p> <p>Encourage children to talk about events of the day and things in which they are interested.</p> <p>Include materials in the environment that encourage children to communicate. Some examples include: puppets and felt board and felt pieces in the library area, telephones in the home living area, and small people figures, animal figures and vehicles in the block area.</p>
5.7 Participates in group discussion	<p>Allow each child an opportunity to be heard in group discussion. Stress listening when others are talking. Limiting the size of groups to 8 to 10 children can best do this.</p>
5.8 Uses language to problem solve	<p>Ask open-ended questions with individual children or in group discussion; questions that can be answered by each child in his/her own way; questions with no right or wrong answer. Accept each child’s answer. For example:</p> <p>Have a ball for the children to explore at circle time. As you show it to the children say, “Tell me what you can do with a ball.” As the children begin to express ideas ask, “Can you think of something else you can do with a ball?” to stimulate further responses. Accept all responses.</p>

LANGUAGE, cont.	
Benchmarks	Strategies/Activities
5.9 Follows directions in sequence	<p>Have children tell in sequence routine things they do such as dressing, going to bed, or getting up.</p> <p>Read books or tell stories (storytelling) to children and have them recall (story retelling) the sequence of events. Some stories that are appropriate include:</p> <p>The Three Bears by Paul Galdone The Three Billy Goats Gruff by Janet Stevens</p> <p>Play a game with children that involves following directions in sequence. For example: Simon says: "Touch your toes, then your nose." Gradually increase the number of directions in the sequence to be followed. Simon says: "Walk to the door, knock three times, then hop back to the circle."</p> <p>Use photos or drawings on cards of the daily schedule of activities. Review with the children. Suggest that they put the photos or drawings in order, from arrival to the time they leave.</p>

BIBLIOGRAPHY OF CHILDREN'S LITERATURE

For Three and Four Year Old Children

- Adams, Pam. (1974). **This Old Man**. Child's Play - International.
- Aliki. (1984). **Feelings**. New York: Greenwillow.
- Aliki. (1962,1989). **My Five Senses**. New York: HarperCollins.
- Aliki. (1962,1990). **My Hands**. New York: HarperCollins.
- Anno, Mitsumasa. (1975). **Anno's Alphabet – An Adventure in Imagination**. New York: Thomas Y. Crowell.
- Anno, Mitsumasa. (1977). **Anno's Counting Book**. New York: Thomas Y. Crowell.
- Asch, Frank. (1985). **Happy Birthday Moon**. New York: Simon & Schuster.
- Bang, Molly. (1986). **Ten, Nine, Eight**. New York: Greenwillow.
- Bayer, Jane. (1984). **A My Name is Alice**. Illustrated by Steven Kellogg. New York: Dial.
- Brett, Jan. (1987). **Goldilocks and the Three Bears**. New York: G. P. Putnam.
- Brett, Jan. (1989). **The Mitten**. New York: G.P. Putnam.
- Brown, Marcia. (1947). **Stone Soup**. New York: Simon & Schuster.
- Brown, Margaret Wise. (1947). **Goodnight Moon**. Illustrated by Clement Hurd. New York: HarperCollins.
- Brown, Margaret Wise. (1942). **Runaway Bunny**. Illustrated by Clement Hurd. New York: HarperCollins.
- Bunnett, Rochelle. (1995). **Friends at School**. Photo-illustrated by Matt Brown. New York: Star Bright Books.
- Burningham, John. (1971). **Mr. Gumpy's Outing**. New York: Henry Holt.
- Butler, Daphne. (1991). **First Look at Day and Night**. Gareth Stevens, Inc.
- Carle, Eric. (1992). **Draw Me A Star**. New York: Philomel Books.
- Carle, Eric. (1993). **Today is Monday**. New York: Philomel Books.
- Carle, Eric. (1984). **The Very Busy Spider**. New York: Philomel Books.
- Carle, Eric. (1981). **The Very Hungry Caterpillar**. New York: Philomel Books.
- Carle, Eric. (1990). **The Very Quiet Cricket**. New York: Philomel Books.
- Carlstrom, Nancy. (1988). **I Like Me!** New York: Viking Kestrel.
- Carlstrom, Nancy. (1986). **Jesse Bear, What Will You Wear?** Illustrated by Bruce Degen. New York: Macmillan.
- Cherry, Lynne. (1990). **The Great Kapok Tree**. San Diego: Harcourt Brace Jovanovich.
- Child, Lydia. (1987). **Over the River and Through the Woods**. Illustrated by Brinton Turkle. New York: Scholastic.
- Cowen-Fletcher, Jane. (1993). **Mama Zooms**. New York: Scholastic.
- Crews, Donald. (1991). **Bigmama's**. New York: Greenwillow.
- Crews, Donald. (1987). **Flying**. New York: Greenwillow.
- Crews, Donald. (1978). **Freight Train**. New York: Greenwillow.
- Crews, Donald. (1984). **School Bus**. New York: Greenwillow.
- Crews, Donald. (1986). **Ten Black Dots**. New York: Greenwillow.
- Degen, Bruce. (1983). **Jamberry**. New York: HarperCollins.
- DePaola, Tomie. (1985). **Tomie dePaola's Mother Goose**. New York: G. P. Putnam.

Dorros, Arthur. (1991). **Abuela**. Illustrated by Elisa Kleven. New York: Dutton.

Eastman, P.D. (1960). **Are You My Mother?** New York: Random House.

Ehlert, Lois. (1992). **Fish Eyes – A Book You Can Count On**. San Diego: Harcourt Brace Jovanovich.

Ehlert, Lois. (1987). **Growing Vegetable Soup**. San Diego: Harcourt Brace Jovanovich.

Ehlert, Lois. (1988). **Planting a Rainbow**. San Diego: Harcourt Brace Jovanovich.

Ets, Marie Hall. (1963). **Gilberto and the Wind**. New York: Viking Books.

Flack, Marjorie. (1932). **Ask Mr. Bear**. New York: Macmillan.

Feelings, Muriel. (1974). **Jambo Means Hello: Swahili Alphabet Book**. Illustrated by Tom Feelings. New York: Dial.

Fleming, Denise. (1994). **Barnyard Banter**. New York: Henry Holt.

Fleming, Denise (1992). **Count**. New York: Henry Holt.

Fleming, Denise (1993). **In the Small Small Pond**. New York: Henry Holt.

Fleming, Denise (1991). **In the Tall Tall Grass**. New York: Henry Holt.

Flournoy, Valerie. (1985). **The Patchwork Quilt**. Illustrated by Jerry Pinkney.

Freeman, Don. (1968). **Corduroy**. New York: Viking Press.

Freeman, Don. (1966). **A Rainbow of My Own**. New York: Viking Press.

Fox, Mem. (1989). **Koala Lou**. Illustrated by Pamela Loftis. San Diego: Harcourt Brace Jovanovich.

Gag, Wanda. (1928). **Millions of Cats**. New York: Coward, McCann.

Galdone, Paul. (1975). **The Little Red Hen**. New York: Scholastic.

Galdone, Paul. (1979). **The Three Little Pigs**. New York: Clarion.

Galdone, Paul. (1985). **The Three Bears**. New York: Clarion.

Gibbons, Gail. (1995). **The Reasons for Seasons**. New York: Holiday.

Hale, Sarah. (1990). **Mary Had a Little Lamb**. Illustrated by Tomie dePaola. New York: Scholastic.

Havill, Juanita. (1986). **Jamaica's Find**. Illustrated by Anne Sibley O'Brien. Boston: Houghton Mifflin Company.

Hines, Anna Grossnickle. (1986). **Daddy Makes the Best Spaghetti**. New York: Clarion Books.

Hoban, Tana. (1983). **I Read Signs**. New York: Greenwillow.

Hoban, Tana. (1989). **Of Colors and Things**. New York: Scholastic.

Hoban, Tana. (1985). **What Is It?** New York: Greenwillow.

Hoffman, Mary. (1991). **Amazing Grace**. New York: Dial.

Hutchins, Pat. (1986). **The Doorbell Rang**. New York: Greenwillow.

Hutchins, Pat. (1971). **Rosie's Walk**. New York: Macmillan Children's Books.

Hutchins, Pat. (1993). **The Wind Blew**. New York: Simon & Schuster.

Jonas, Ann. (1989). **Color Dance**. New York: Greenwillow.

Keats, Ezra Jack. (1987). **The Little Drummer Boy**. New York: Simon & Schuster.

Keats, Ezra Jack. (1967). **Peter's Chair**. New York: HarperCollins.

Keats, Ezra Jack. (1962). **The Snowy Day**. New York: Viking Press.

Kimmel, Eric A. (1988). **Anansi and the Moss-Covered Rock**. Illustrated by Janet Stevens. New York: Holiday House.

- Krauss, Ruth. (1945). **The Carrot Seed**. Illustrated by Crockett Johnson. New York: HarperCollins.
- Kovalski, Maryann. (1987). **The Wheels on the Bus: An Adaptation of the Traditional Song**. Boston: Little, Brown and Company.
- Langstaff, John and Feodor Rojankovsky. (1955). **Frog Went A-Courtin'**. San Diego: Harcourt Brace Jovanovich.
- Lionni, Leo. (1992) **A Busy Year**. New York: Alfred A. Knopf
- Lionni, Leo. (1993). **A Color of His Own**. New York: Random House
- Lionni, Leo. (1959/1995). **Little Blue and Little Yellow**. New York: Morrow.
- Lobel, Arnold. (1986). **The Random House Book of Mother Goose**. New York: Random House.
- Martin, Bill, Jr. (1983). **Brown Bear, Brown Bear, What Do You See?** New York: Henry Holt and Company.
- Martin, Bill, Jr. and John Archambault. (1989) **Chicka Chicka Boom! Boom!** Illustrated by Lois Ehler. New York: Simon & Schuster.
- Martin, Bill, Jr. and John Archambault. (1987). **Here Are My Hands**. Illustrated by Ted Rand. New York: Henry Holt.
- Marzollo, Jean. (1996). **I Am Water**. New York: Scholastic.
- Marzollo, Jean. (1990). **Pretend You're A Cat**. Illustrated by Jerry Pinkney. New York: Dial Books for Young Readers.
- Mayer, Mercer and Gina. (1992). **A Very Special Critter**. New York: Western Publishing.
- McCloskey, Robert. (1948). **Blueberries for Sal**. New York: Viking.
- McKellar, Shona (Compiler). (1997). **A Child's Book of Lullabies**. Illustrated by Mary Cassatt. London: DK Publishing.
- McMillan, Bruce. (1994). **Sense Suspense: A Guessing Game for the Five Senses**. New York: Scholastic.
- Merriam, Eve. (1989). **Daddies at Work**. Illustrated by Eugenie Fernades. New York: Simon & Schuster.
- Merriam, Eve. (1989). **Mommies at Work**. Illustrated by Eugenie Fernades. New York: Simon & Shuster.
- Miller, Margaret. (1990). **Who Uses This?** New York: Greenwillow.
- Morris, Ann. (1989). **Bread, Bread, Bread**. Photo-illustrated by Ken Heyman. New York: Lothrop, Lee & Shepard.
- Morris, Ann. (1992). **Houses and Homes**. Photo-illustrated by Ken Heyman. New York: Lothrop, Lee & Shepard.
- Numeroff, Laura. (1985). **If You Give a Mouse a Cookie**. Illustrated by Felicia Bond. New York: HarperCollins.
- Numeroff, Laura. (1991). **If You Give a Moose a Muffin**. Illustrated by Felicia Bond. New York: HarperCollins.
- Numeroff, Laura. (1998). **If You Give a Pig a Pancake**. Illustrated by Felicia Bond. New York: HarperCollins.
- Opie, Iona. (1996). **My Very First Mother Goose**. Illustrated by Rosemary Wells. Cambridge: Candlewick Press.
- Peek, Merle. (1981). **Roll Over! A Counting Book**. New York: Clarion Books.
- Pellegrini, Nina. (1991). **Families are Different**. New York: Holiday.

Petersham, Maude and Miska. (1969). **The Rooster Crows: A Book of American Rhymes & Jingles**. New York: Simon & Schuster.

Potter, Beatrix. (1902). **The Tale of Peter Rabbit**. New York: Frederich Warne.

Prelutsky, Jack. (1986). **Read-Aloud Rhymes for the Very Young**. Illustrated by Marc Brown. New York: Alfred A. Knopf.

Rockwell, Anne. (1989). **Apples and Pumpkins**. Illustrated by Lizzy Rockwell. New York: Macmillan.

Rockwell, Anne. (1998). **One Bean**. Illustrated by Megan Halsey. New York: Scholastic.

Rockwell, Anne. (1992). **Our Yard Is Full of Birds**. Illustrated by Lizzy Rockwell. New York: Simon & Schuster.

Rosen, Michael. (1989). **We're Going on a Bear Hunt**. Illustrated by Helen Oxenbury. New York: Margaret K. McElderry Books.

Rylant, Cynthia. (1986). **Night in the Country**. Illustrated by Mary Szilagyi. New York: Bradbury Press.

Rylant, Cynthia. (1985). **The Relatives Came**. Illustrated by Stephen Gammell. New York: Simon and Schuster.

Scott, Ann Herbert. (1996). **Sam**. New York: Putnam.

Sendak, Maurice. (1978). **Chicken Soup with Rice – A Book of Months**. New York: HarperCollins.

Sendak, Maurice. (1962). **One Was Johnny**. New York: HarperCollins.

Sendak, Maurice. (1963). **Where the Wild Things Are**. New York: HarperCollins.

Shaw, Charles G. (1947). **It Looked Like Spilt Milk**. New York: HarperCollins.

Showers, Paul. (1961). **The Listening Walk**. Illustrated by Alike. New York: Thomas Y. Crowell.

Slobodkina, Ephyr. (1940). **Caps for Sale**. New York: HarperCollins.

Stevens, Janet. (1987). **The Three Billy Goats Gruff**. San Diego: Harcourt Brace Jovanovich.

Stevens, Janet. (1995). **Tops and Bottoms**. San Diego: Harcourt Brace Jovanovich.

Taback, Simms. (1997). **There Was an Old Lady Who Swallowed a Fly**. New York: Viking Books.

Titherington, Jeanne. (1986). **Pumpkin, Pumpkin**. New York: Greenwillow.

Turkle, Brinton. (1976). **Deep in the Forest**. New York: E. P. Dutton.

Waber, Bernard. (1972). **Ira Sleeps Over**. Boston: Houghton Mifflin Company.

Walsh, Ellen Stohl. (1991). **Mouse Count**. San Diego: Harcourt Brace Jovanovich.

Walsh, Ellen Stohl. (1989). **Mouse Paint**. San Diego: Harcourt Brace Jovanovich.

Ward, Cindy. (1992). **Cookie's Week**. Illustrated by Tomie dePaola. New York: Putnam.

Weiss, George D. and Bob Thiele. (1995). **What A Wonderful World**. Illustrated by Ashley Bryan. New York: Simon & Schuster.

Wells, Rosemary. (1991). **Max's Dragon Shirt**. New York: Dial.

Wells, Rosemary. (1992). **Morris's Disappearing Bag**. New York: Dial.

Wells, Rosemary. (1973). **Noisy Nora**. New York: Dial.

Wolff, Ashley. (1996). **A Year of Beasts**. New York: Dutton.

Wood, Audrey. (1984). **The Napping House**. Illustrated by Don Wood. San Diego: Harcourt Brace Jovanovich.

Wood, Audrey and Don. (1984). **The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear.** Illustrated by Don Wood. Child's Play - International.

Yashima, Taro. (1958). **Umbrella.** New York: Viking Books.

Zolotow, Charlotte. (1963). **The Quarreling Book.** Illustrated by Arnold Lobel. New York: HarperCollins.

Zolotow, Charlotte. (1972). **William's Doll.** Illustrated by William Pene duBois. New York: HarperCollins.



early childhood benchmark – a level of performance that can be supported through observations, descriptions and documentations of a child’s performance or behavior, and by samples of a child’s work. Some educators may also refer to these as “learner outcomes.”

attribute blocks – blocks in 5 geometric shapes, 3 colors, 2 sizes and 2 thicknesses that provide children with opportunities to sort, classify and match.

classification – the ability to recognize likenesses and differences between objects and to group them accordingly. For example by common characteristics such as color or shape.

concepts about print (CAP) – concepts appropriate for 3 and 4 year old children about the different ways that print works which include the following: directionality (that readers and writers move from left to right and top to bottom); spacing (used to separate words); recognition of words and letters; connection between spoken and written language; and understanding the function of punctuation.

concrete materials – any physical object that can be touched.

ESL – English as a second language.

environmental print – print and other graphic symbols, in addition to books, that are found in the physical environment, such as street signs, billboards, television commercials, building signs, etc. Note: Environmental print affords opportunities for learners in early phases of emerging literacy to discover and explore the nature and function of graphic symbols as conveyors of meaning, even when they are not able to read in a formal sense.

fine motor skills – the ability to use the small muscles of the hand to manipulate materials in the environment. For example, stringing beads or working a puzzle.

gross motor skills – the ability to use the large muscles of the body, the arms, legs and torso to control body movement such as bending, walking and throwing.

independent reading – children select books on their own, usually in the library center, and imitate reading. Usually they “picture read.” They may read to another child or to a stuffed animal.

language experience approach (LEA) – the process whereby the teacher writes children’s dictated experiences, thoughts and ideas. The teacher records exactly what each child says and reads it back to the children with them participating in the activity. For example, after a field trip the children might dictate a sentence telling what they like about the experience or what they learned.

learning centers / activity areas – a system for organizing the environment so that related materials are placed in a specific area of the classroom. For example, all materials children use for art are located in an area designated as the “Art Center.”

LEP – limited English proficiency

manipulative materials – hands-on, concrete materials that are used to develop a concept. For example, two piece number/numeral puzzles or colored pegs and peg boards.

modeled writing – the teacher demonstrates his or her own writing process by thinking out loud and writing a real piece as children listen and observe. For example, the teacher writes a brief note about classroom activities to send home to parents.

modeling – setting an example to be followed.

number – how many. For example, three bears

numeral – the symbol for how many. For example, 3 is a symbol for three items, such as three bears.

one-to-one correspondence – the process of pairing of items or objects. For example, a cup for every child at the table.

open-ended questions – questions that have no right or wrong answer.

open-ended / unstructured materials – materials such as play dough and unit blocks, that children can use independently and play with in their own way.

parquetry blocks – wooden or plastic blocks, several inches in size and of varying colors and shapes such as squares and triangles.

patterning – the process of creating repetitions such as a clapping pattern.

portfolio – a selected, usually chronological collections of a child’s work that may be used to evaluate the developmental and learning process.

problem solving – the process of identifying a problem or a goal, generating ideas to solve the problem or reach the goal, and testing and analyzing solutions.

prop box – a collection of materials relevant to a particular theme, such as doctor’s office, usually placed in the home living center to promote dramatic play.

read aloud – the teacher reads a story to 3 and 4 year old children, modeling proficient, fluent reading for the purpose of promoting enjoyment of the story and/or appreciation of literature.

sequencing – the process of putting things in order (ordering). For example, by size.

shared book – a method in which children ages 3 and 4 and the teacher read together. The teacher reads from an enlarged text (big book) a predictable story with pictures closely related to print. As she reads, children are able to see the print and illustrations and are free to participate in the process.

spatial relations – the ability to make logical connections about surroundings and the objects in them. For example, using a hoop or ring, a child is able to follow directions such as “walk around the circle” or step inside the circle.”

storytelling / retelling - the teacher tells a story, sometimes using related props, and involves the children in retelling the story, sequencing the major events.

“talk pictures” – pictures of interest to children that can be used to stimulate them to talk, to develop vocabulary and to explore concepts.

transitions – activities such as songs and finger plays used by teachers to move children from one activity to another. For example, from circle time to outdoors.

unit blocks – wooden blocks ranging in size proportionally from a few inches to several feet.

visual discrimination – the ability to see likenesses and differences. This skill is necessary for reading.

Bredenkamp, Sue and Copple, Carol, eds. **Developmentally Appropriate Practice in Early Childhood Programs**. Washington, D.C.: National Association for the Education of Young Children, 1997.

Bredenkamp, Sue and Rosegrant, Teresa, eds. **Reaching Potentials: Transforming Early Childhood Curriculum and Assessment, Volume 2**. Washington, D.C.: National Association for the Education of Young Children, 1995.

Chenfeld, Mimi Brodsky. **Creative Experiences for Young Children**. Fort Worth: Harcourt Brace College Publishers, 1995.

Chandler, Phyllis A. **A Place for Me – Including Children with Special Needs in Early Care and Education Settings**. Washington, D.C.: National Association for the Education of Young Children, 1994.

Dodge, Diane Trister. **Creative Curriculum for Early Childhood**. Washington, D.C.: Teaching Strategies, 1996.

Harms, Thelma, Clifford, R.M., and Cryer, Debby. **Early Childhood Environment Rating Scale, Revised Edition**. New York: Teachers College Press, 1998.

Schiller, Pam and Rossano, Joan. **The Instant Curriculum**. Beltsville, Maryland: Gryphon House, 1990.

Shores, Elizabeth F. and Grace, Cathy. **The Portfolio Book**, Batesville, Maryland: Gryphon House, 1998.

SECTION III

ARKANSAS EARLY CHILDHOOD EDUCATION FRAMEWORK

DEVELOPMENTAL RATING SCALE

THE ARKANSAS EARLY CHILDHOOD EDUCATION FRAMEWORK

DEVELOPMENTAL RATING SCALE

The Developmental Rating Scale is designed as a companion piece to the original and expanded Arkansas Early Childhood Education Framework. It is based on the five developmental learning strands contained in the Framework. For each learning strand, early childhood benchmarks are identified, along with examples of skills and behaviors that may be observed in any area of the room or outdoors, and in a wide range of activities.

The Developmental Rating Scale is intended to be:

- a practical way of documenting each child's development over an extended period of time; from the beginning to the end of the year, for example
- a tool that can be used to develop a complete picture of individual children in order to plan a program and design appropriate strategies and activities to promote each child's growth and development
- a comfortable way to help parents recognize emerging skills and abilities of their child
- a method of documenting skills and behavior that can be shared with support staff and specialists

The rating scale is not intended to be:

- a means of comparing the progress of one child with that of another
- a measure for assessing a child's readiness to enter kindergarten

Rating Categories

The rating scale includes three categories for identifying where children are in their development with regard to each item on the scale. The categories are:

- | | |
|-----------------------|--|
| Not yet - | this means that evidence of this skill is rarely or never seen |
| Emerging - | this means some evidence of this skill has been observed |
| Consistently - | this means that the skill or behavior is one that the child has mastered and demonstrated consistently |

- Make at least one copy of the rating scale for each child.
- Complete the rating scale at least twice a year, once about a month after the child enters the program and again near the end of the year.
- Complete the rating scale based on your daily observations of each child over a period of time. It is not necessary to complete every item in one observation period.
- Should there be areas of concern for certain children, make another copy of the rating scale in order to do an extra observation, perhaps mid-year.

Comments Section

This space allows the user to add other examples, note any discrepancies, and make notes about the specific context in which a child does and does not demonstrate a skill or behavior. For example, for the benchmark **"Participates freely in music"** you might note in the "Comments" section that "Child selects the music center and dances alone to music, but does not join in group creative movement activities." Thus there is a discrepancy in behavior observed. These comments also tell you that the child participates freely in music in one context (alone in the music center), but not in another context (group music). From the information you have included in the "Comments" section, you may need to think of ways to help the child be more comfortable in large groups.

The **Creative Curriculum® Child Development and Learning Checklist** and support information developed by Diane Trister Dodge and Laura J. Colker was a primary resource for creating the Developmental Rating Scale. The same approach is used here, but the Rating Scale is specifically oriented to the five developmental learning strands contained in the Arkansas Early Childhood Education Framework.

Arkansas Early Childhood Education Framework Benchmarks

Learning Strand	Benchmarks
Social/Emotional Development	<p>Act Independently</p> <ul style="list-style-type: none"> 1.1 Demonstrates ability to make choices 1.2 Demonstrates independence in personal care 1.3 Demonstrates ability to play independently <p>Experience Success</p> <ul style="list-style-type: none"> 1.4 Shows curiosity and desire to learn 1.5 Enjoys experimenting and problem-solving with ideas as well as with concrete materials 1.6 Demonstrates confidence in growing abilities 1.7 Demonstrates willingness to try new things 1.8 Uses planning in approaching a task or activity 1.9 Shows persistence in approaching tasks <p>Interact Socially</p> <ul style="list-style-type: none"> 1.10 Demonstrates trust in adults 1.11 Shows ability to separate from parents 1.12 Demonstrates interest and participates in classroom activities 1.13 Participates in routine activities easily 1.14 Seeks out adults and children 1.15 Understands and respects differences 1.16 Helps other in need 1.17 Stands up for rights 1.18 Shares; respects the rights of other 1.19 Works cooperatively with others on completing a task 1.20 Uses compromise and discussion to resolve conflicts 1.21 Become involved in solving social problems (conflicts)
Creative/Aesthetic Learning	<p>Expression Through Art Forms and Activities</p> <ul style="list-style-type: none"> 2.1 Shows creativity and imagination in play with materials and props 2.2 Participate in dramatic play themes that become more involved and complex 2.3 Assumes various roles in dramatic play situations 2.4 Participates freely in music activities 2.5 Enjoys singing games, dramatizing songs and moving to music 2.6 Express through movement what is felt and heard in various musical tempos and styles 2.7 Experiments with a variety of musical instruments and sound sources 2.8 Identifies the source of a variety of sounds 2.9 Moves in time to the beat 2.10 Explores and manipulates art media 2.11 Creates drawings and paintings that gradually become more detailed and realistic 2.12 Preplans art project and then works with care 2.13 Recognizes and responds to beauty in the environment

Cognitive/Intellectual Learning	<p>Language Arts</p> <p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>3.2 Tells a story in sequence, following the pictures in a book</p> <p>3.3 Demonstrates knowledge of how to use a book</p> <p>3.4 Demonstrates visual discrimination and visual memory skills</p> <p>3.5 Understands that print conveys a message</p> <p>3.6 Demonstrates an interest in using writing for a purpose</p> <p>3.7 Identifies letters and signs in the environment</p> <p>3.8 Uses known letters or approximation of letters to represent written language</p> <p>3.9 Identifies some letters or approximate of letters to represent written language</p> <p>Mathematics and Science</p> <p>3.10 Classifies objects by physical features such as shape or color</p> <p>3.11 Classifies objects conceptually (things that go together)</p> <p>3.12 Recognizes patterns and can repeat them (patterning)</p> <p>3.13 Demonstrates one-to-one correspondence</p> <p>3.14 Demonstrates the ability to order and sequence</p> <p>3.15 Demonstrate an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)</p> <p>3.16 Demonstrates an understanding of addition and subtraction, using manipulatives</p> <p>3.17 Shows understanding of different relationships of object in space (spatial relations)</p> <p>3.18 Shows an awareness of time concepts</p> <p>3.19 Shows interest in exploring the environment</p> <p>3.20 Uses senses to learn about the characteristics of the environment, and to collect data (specific process: observing)</p> <p>3.21 Uses words to describe the characteristics of objects (scientific process: communicating)</p> <p>3.22 Makes comparisons (scientific process: comparing)</p> <p>3.23 Shows awareness of cause-effect relationships</p> <p>3.24 Finds more than one solution to a problem</p> <p>3.25 Applies information or experience to a new context (scientific process: applying)</p> <p>Social Studies</p> <p>3.26 Identifies self as a boy or girl</p> <p>3.27 Identifies self as a member of a specific family and cultural group</p> <p>3.28 Shows awareness of the roles people play in society</p> <p>3.29 Functions as a member of the classroom community</p> <p>3.30 Shows awareness of safe behavior</p> <p>3.31 Cares for the environment</p>
Physical Development	<p>Health and Nutrition</p> <p>4.1 Identifies body parts and understands their functions</p> <p>4.2 Demonstrates health and personal care habits</p> <p>4.3 Tries new foods before deciding whether he/she likes them</p> <p>4.4 Recognizes different types of food</p> <p>4.5 Shows awareness that some foods are better for your body than others</p> <p>Fine Motor</p> <p>4.6 Coordinate eye and hand movements to complete tasks</p> <p>4.7 Uses small muscles for self-help skills</p> <p>4.8 Uses writing and drawing tools with control and intention</p> <p>Gross Motor</p> <p>4.9 Freely participates in gross motor activities</p> <p>4.10 Throws, kicks, bounces and catches</p> <p>4.11 Runs, jumps, hops, and skips</p> <p>4.12 Shows balance and coordination</p> <p>4.13 Climbs up and down equipment</p>

Language	<p>Language</p> <p>5.1 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar</p> <p>5.2 Expands vocabulary</p> <p>5.3 Recognizes and identifies by name most common objects and pictures</p> <p>5.4 Participate in songs, finger plays, rhyming activities and games</p> <p>5.5 Uses words to communicate ideas and feelings</p> <p>5.6 Engages in two-way conversation with children and adults</p> <p>5.7 Participate in group discussion</p> <p>5.8 Uses language to problem solve</p> <p>5.9 Follows directions in sequence</p>
-----------------	---

ARKANSAS EARLY CHILDHOOD EDUCATION FRAMEWORK: DEVELOPMENTAL RATING SCALE FOR THREE AND FOUR YEAR OLD CHILDREN

Observation #1

Observation #2

Child's Name _____

Date Completed _____

Date Completed _____

Date of Birth _____

Child's Age When Completed _____

Child's Age When Completed _____

Observer's Signature _____

Observer's Signature _____

Developmental Learning Strand 1. Social / Emotional Development

ACT INDEPENDENTLY					
Benchmarks	Obs. #	Not Yet	Emerg- ing	Consis- tently	Comments
1.1 Demonstrates ability to make choices Examples: Chooses between two offered activities Selects materials/props for play Selects learning centers in which to play Moves self independently from one learning center to another	1				
	2				
1.2 Demonstrates independence in personal care Examples: Washes hands without assistance Takes care of toileting needs Brushes teeth without assistance Buttons/unbuttons, zips/unzips, snaps clothing	1				
	2				
1.3 Demonstrates ability to play independently Examples: Plays without adult participation Selects and puts away materials Serves own plate at mealtime	1				
	2				

Social / Emotional Development, continued

EXPERIENCE SUCCESS						
Benchmarks		Obs. #	Not Yet	Emerg- ing	Consis- tently	Comments
1.4 Shows curiosity and desire to learn		1				
	Examples: Notifies and collects objects outdoors such as bugs or acorns Explores new possibilities for using art materials Asks questions about events in a story	2				
1.5 Enjoys experimenting and problem-solving with ideas as well as with concrete materials		1				
	Examples: Asks "What", "Who", and "How come" questions Selects open-ended/unstructured materials for play Responds to open-ended questions with original ideas	2				
1.6 Demonstrates confidence in growing abilities		1				
	Examples: Shows pleasure (smiles, claps) in practicing new skills Brings attention to what he/she has done (drawing, building, completed puzzle) Comments on accomplishments and skills ("I did it all by myself.")	2				
1.7 Demonstrates willingness to try new things		1				
	Examples: Selects new materials placed in the learning environment Tries a new food Participates in a new song or finger play Selects increasingly more difficult materials after experiencing success with simpler ones	2				
1.8 Uses planning in approaching a task or activity		1				
	Examples: Places a bowl below funnel before beginning to pour Indicates what he/she plans to build or make Collects several items for a task before starting	2				
1.9 Shows persistence in approaching tasks		1				
	Examples: Works for sustained periods of time, sometimes leaving and returning to a task Persists in a task even after encountering a difficulty or problem, such as block bridge falling down Finishes a puzzle or task once it is started	2				

Social / Emotional Development, continued

INTERACT SOCIALLY					
Benchmarks	Obs. #	Not Yet	Emerg- ing	Consis- tently	Comments
1.10 Demonstrates trust in adults Examples: Asks for help in completing a new puzzle When appropriate, seeks adult help in dispute with peer Acts on teacher's suggestions for approaching a problem	1				
	2				
1.11 Shows ability to separate from parents Examples: Shows pleasure at seeing teacher and other children on arrival Says goodbye to parent without undue distress When parent has gone, gets involved in classroom activities	1				
	2				
1.12 Demonstrates interest and participates in classroom activities Examples: Gets involved with classroom materials without teacher prompting Participates in group activities such as singing Is willing to try new activities such as a new finger play	1				
	2				
1.13 Participates in routine activities easily Examples: Comes to circle time, snack time, nap, or other routine activities without much delay or protest Follows expectations, such as sitting in the circle and listening when someone is speaking	1				
	2				
1.14 Seeks out adults and children Examples: Joins other children playing in the activity areas Starts conversation with teacher Asks another child to join in play	1				
	2				
1.15 Understands and respects differences Examples: Helps another child with a task Invites a child with a physical or mental disability to join in play Interested in how people in different cultures live	1				
	2				

Social / Emotional Development, continued

Benchmarks	Interact Socially, continued				Comments
	Obs. #	Not Yet	Emerg- ing	Consis- tently	
1.16 Helps others in need Examples: Gives a pat, friendly word or toy to a distressed child Helps someone pick up something he/she dropped Invites a child to play when other children have rejected him/her	1				
	2				
1.17 Stands up for rights Examples: States that "it's my turn" when appropriate Tells peer not to knock down his/her block structure Defends self when challenged	1				
	2				
1.18 Shares; respects the rights of others Examples: Plays beside other children without taking their toys Allows others to finish their turns (on swings, tricycles) instead of crying or trying to get them off	1				
	2				
1.19 Works cooperatively with others on completing a task Examples: Pours water into bowl that another child holds Works with other children in making a group mural Joins a playmate in making a sand construction (one scooping the sand into a truck and one hauling it away)	1				
	2				
1.20 Uses compromise and discussion to resolve conflicts Examples: Trades one toy for another Asks teacher for help when dealing with others who are less able to resolve a conflict When a playmate rejects being the baby, suggests a different role	1				
	2				
1.21 Becomes involved in solving social problems (conflicts) Examples: Verbalizes feelings of self and others in conflict situations Suggests solutions to social problems Listens to other's point of view Accepts solution selected by group	1				
	2				

Developmental Learning Strand 2. Creative / Aesthetic Learning

EXPRESSION THROUGH ART FORMS AND ACTIVITIES					
Benchmarks	Obs. #	Not Yet	Emerg- ing	Consis- tently	Comments
2.1 Shows creativity and imagination in play with materials and props Examples: Uses art media independently and in own way Uses an object to represent another (e.g., a block as a telephone) Holds hand to ear and pretends to dial a phone Builds a sand castle and puts a shell on top of it for the "satellite dish"	1				
	2				
2.2 Participates in dramatic play themes that become more involved and complex Examples: Suggests a play theme and discusses who will do what Suggests play themes that move beyond family Explains a detailed plot for a play theme to peers	1				
	2				
2.3 Assumes various roles in dramatic play situations Examples: Joins in dramatic play with other children Dresses in clothing of opposite gender States the role that he/she intends to play. (e.g., "I'm the mommy" or "I'm a doctor!")	1				
	2				
2.4 Participates freely in music activities Examples: Joins in music activities without coaxing Suggests songs to sing Sings while playing Selects music center during time when children choose where to play	1				
	2				
2.5 Enjoys singing games, dramatizing songs and moving to music Examples: Smiles while singing and moving to music Joins in music and movement activities with other children Requests that singing and movement activities be repeated Tries new music and movement activities introduced by teacher	1				
	2				

Creative / Aesthetic Learning, continued**Expression through Art Forms and Activities, continued**

Benchmarks	Obs. #	Not Yet	Emerg- ing	Consis- tently	Comments
2.6 Expresses through movement what is felt and heard in various musical tempos and styles Examples: Finds own way of moving body in a music activity Moves body to correspond to various tempos and styles (e.g., waltz and reggae) - changes speed of dancing as musical tempo changes Says how a musical selection makes him/her feel	1				
	2				
2.7 Experiments with a variety of musical instruments and sound sources Examples: Plays instruments while participating in a rhythm band Plays instrument to accompany songs, records, tapes and CDs Chooses to play in music center when selecting an area in which to play	1				
	2				
2.8 Identifies the source of a variety of sounds Examples: Listens and names sounds heard on a tape or record, or in the environment Matches pairs of sound cans Places items in cans to make matching pairs of sound cans Identifies musical instruments by sound only	1				
	2				
2.9 Moves in time to the beat Examples: Claps to the beat Marches to the beat	1				
	2				
2.10 Explores and manipulates art media Examples: Chooses art activities without coaxing Chooses art activities when there are other available play choices Uses art media in own way Uses messy materials such as paints, play dough and glue or paste Uses new art media placed in the art center	1				
	2				

Child's Name _____

Creative / Aesthetic Learning, continued

Expression through Art Forms and Activities, continued					
Benchmarks	Obs. #	Not Yet	Emerg- ing	Consis- tently	Comments
2.11 Creates drawings and paintings that gradually become more detailed and realistic Examples: Announces that a circle in a painting is the sun Puts arms, legs, or facial features on person Makes a drawing with several people or objects	1				
	2				
2.12 Preplans art project and then works with care Examples: Collects necessary materials before beginning the project States in advance what is planned Shows finished product to teacher or peers Requests that teacher write dictated comments about the project	1				
	2				
2.13 Recognizes and responds to beauty in the environment Examples: Hangs own art for display Comments on observations in environment (e.g., says "Look at that pretty butterfly.") Brings a flower for teacher to see, smell and display	1				
	2				

Developmental Learning Strand 3. Cognitive / Intellectual Learning

LANGUAGE ARTS					
Benchmarks	Obs. #	Not Yet	Emerg- ing	Consis- tently	Comments
3.1 Shows enjoyment of books and stories and discussion of them Examples: Joins in story time without coaxing Asks teacher to read book Makes comments about pictures and/or story Asks questions about aspects of story	1				
	2				
3.2 Tells a story in sequence, following the pictures in a book Examples: Talks about what is happening in pictures on each page Tells a connected narrative using pictures as clues	1				
	2				
3.3 Demonstrates knowledge of how to use a book Examples: Turns pages, looking at each one Looks at book from front to back "Reads" pages from top to bottom and left to right	1				
	2				
3.4 Demonstrates visual discrimination skills and visual memory skills Examples: Matches picture in Lotto game Locates correct puzzle piece by examining the puzzle and pieces Finds an object or person in a complex illustration	1				
	2				
3.5 Understands that print conveys a message Examples: Asks teacher to "write my name" Asks teacher to write dictated comments to go with artwork Contributes to language experience activity (LEA) and observes as teacher writes what he/she says Looks at page in telephone directory in home living area and dials a telephone number	1				
	2				
3.6 Demonstrates an interest in using writing for a purpose Examples: Uses writing tools placed in the classroom Scribbles or dictates a sign to label something or state message Uses scribbles, letter-like shapes, or words to make list Creates some sort of written product and labels it a letter	1				
	2				

Cognitive / Intellectual Learning, continued

Language Arts, continued					
Benchmarks	Obs. #	Not Yet	Emerg- ing	Consis- tently	Comments
3.7 Identifies letters and signs in the environment Examples: States that letter on sign or chart that is same as beginning letter of own name is "My name." Recognizes own name when shown name cards Recognizes names of other children when shown name cards "Reads" familiar signs in the environment such as McDonald's	1				
	2				
3.8 Uses known letters or approximation of letters to represent written language Examples: Writes disconnected letters of alphabet Incorporates letters of alphabet into drawings Writes own name	1				
	2				
3.9 Identifies some letters and makes some letter-sound matches Examples: Names some letters while manipulating plastic letters on magnetic board Picks out letters in own name from alphabet chart Recognizes letters when playing alphabet bingo. Places the letter "b" on a picture of a book or baby	1				
	2				

Cognitive / Intellectual Learning, continued

MATHEMATICS AND SCIENCE					
Benchmarks	Obs. #	Not Yet	Emerg- ing	Consis- tently	Comments
3.10 Classifies objects by physical features such as shape or color Examples: Finds the one in a collection of things that does not belong Sorts objects according to common physical features such as color Comments on similarities or differences among objects in shape, color, size, or texture	1				
	2				
3.11 Classifies objects conceptually (things that go together) Examples: From a pile of toys, selects food items to play grocery Points out a fish, boat, and duck as things that go in the water Makes a verbal comment about things going together ("kites and balloons go up in the air")	1				
	2				
3.12 Recognizes patterns and can repeat them (patterning) Examples: Extends a row of blocks alternating in size (big-small-big-small) by placing another big and small Strings beads in a repeated pattern of colors Imitates the rhythm of a repeated series of claps	1				
	2				
3.13 Demonstrates one-to-one correspondence Examples: Puts one peg in each hole in peg board Places one napkin for each cup at snack time Touches each object in a row and says each number in sequence	1				
	2				
3.14 Demonstrates the ability to order and sequence Examples: Anticipates what comes next in a familiar story Retells story, such as The Three Bears , in order of events Lines up 3 sizes of measuring spoons from smallest to largest Performs, in proper sequence, three steps in cooking	1				
	2				

Cognitive / Intellectual Learning, continued

Mathematics and Science, continued					
	Obs. #	Not Yet	Emerg- ing	Consis- tently	Comments
3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration) Examples: Holds up five fingers when teacher begins "Five Little Monkeys" Puts two-piece number/numeral puzzles together by counting number of objects on one piece and recognizing numeral on other piece Places three counting bears on card with 3 written on it (numeral card) Arranges numeral cards in order	1				
	2				
3.16 Demonstrates an understanding of addition and subtraction, using manipulatives Examples: While saying, "Five Little Monkeys", holds up correct number of fingers as monkeys are subtracted Says how many characters are in a story such as The Gingerbread Boy after each new character is added Answers "three" when asked how many crackers he will have when he takes one more (He already has two)	1				
	2				
3.17 Shows understanding of different relationships of objects in space (spatial relations) Examples: Follows a verbal direction, such as "Put the cup on the plate." Follows directions in songs such as Hokey Pokey Describes spatial relationships correctly. ("The ball is under the table.")	1				
	2				
3.18 Shows an awareness of time concepts Examples: Demonstrates an awareness of sequence of day's activities (e.g., going outdoors after morning snack) Can anticipate what will happen in the afternoon Asks upon arrival "What are we going to do today?" Refers appropriately to doing something "yesterday" or "tomorrow"	1				
	2				
3.19 Shows an interest in exploring the environment Examples: Asks to go to an interest area where new materials have been added Notices own shadow on sidewalk and asks where it came from Shows other children what a rock looks like with magnifying glass	1				
	2				

Cognitive / Intellectual Learning, continued

Mathematics and Sciences, continued					
Benchmarks	Obs. #	Not Yet	Emerg- ing	Consis- tently	Comments
3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing) Examples: Observes crawling ants on playground Comments that a fabric is soft, scratchy, smooth, bumpy Notices that outdoor area smells different after rain Notices that an empty bowl floats and a full one sinks	1				
	2				
3.21 Uses words to describe the characteristics of objects (scientific process: communicating) Examples: Labels object "big" Describes characteristics more fully, such as "big, red, round, has ridges . . ." Comments that lemons and pickles taste sour	1				
	2				
3.22 Makes comparisons (scientific process: comparing) Examples: Says one ball is big and another is little Describes one stick as longer than another Makes a three-way comparison ("You have a little juice, I have a lot, but she has the most.")	1				
	2				
3.23 Shows awareness of cause-effect relationships Examples: Observes what happens when red paint is added to blue Notices that it is harder to pull a wagon with two children in it than with one Puts more rice in cans to produce different sounds	1				
	2				
3.24 Finds more than one solution to a problem Examples: Goes over, around, and under a barrier Tries trading for a desired toy when asking for it doesn't work Uses a shovel to tunnel under a sandhill and, when none is available, uses a cup or hand	1				
	2				

Cognitive / Intellectual Learning, continued

Mathematics and Sciences, continued					
Benchmarks	Obs. #	Not Yet	Emerg- ing	Consis- tently	Comments
3.25 Applies information or experience to a new context (scientific process: applying) Examples: Piles up pillows to jump on ("It'll be softer, like leaves.") Having seen teacher tape a torn book, asks for tape to mend a torn drawing Draws on knowledge and experience in dramatic play ("Don't touch the iron - - it's hot.")	1				
	2				

Cognitive / Intellectual Learning, continued

SOCIAL STUDIES					
Benchmarks	Obs. #	Not Yet	Emerg- ing	Consis- tently	Comments
3.26 Identifies self as a boy or girl Examples: Refers to self by name Refers to self as a girl or boy Describes characteristics of self correctly Draws pictures of self	1				
	2				
3.27 Identifies self as a member of a specific family and cultural group Examples: Talks about family members Draws pictures of family members and own cultural group	1				
	2				
3.28 Shows pride in heritage and background Examples: Talks about a family holiday Shares songs and traditions from cultural group Shares recipe, shows how to eat a special food	1				
	2				
3.29 Shows awareness of the roles people play in society Examples: Talks about the roles of various family members Plays role demonstrating relevant behaviors, such as feeding baby or doctor giving shot Describes what firefighters, grocery clerks, or other community members do	1				
	2				
3.30 Functions as a member of the classroom community Examples: Participates in whole group activities Helps establish "rules" for behavior Helps someone pick up something he/she has dropped Invites a child to play when other children have rejected him/her	1				
	2				
3.31 Shows awareness of safe behavior Examples: Uses equipment and materials in a safe way States reasons for safe behavior Notices and reminds another child of unsafe behavior	1				
	2				

Child's Name _____

Cognitive / Intellectual Learning, continued

Social Studies, continued					
Benchmarks	Obs. #	Not Yet	Emerg- Ing	Consis- tently	Comments
3.32 Cares for the environment Examples: Puts materials back in proper places Throws away trash after snack time Helps to take care of a classroom pet	1				
	2				

Developmental Learning Strand 4. Physical Development

HEALTH AND NUTRITION					
Benchmarks	Obs. #	Not Yet	Emerg- ing	Consis- tently	Comments
4.1 Identifies body parts and understands their functions Examples: Participates in activities such as songs and games related to body parts and their functions Names body parts and discusses their functions Distinguishes toys/objects of different textures without seeing them Notices that outdoor area smells different after grass is cut	1				
	2				
4.2 Demonstrates health and personal care habits Examples: Takes care of toileting needs Washes hands after toileting and before meals Puts on and takes off own coat Rests during designated daily time	1				
	2				
4.3 Tries new foods before deciding whether he/she likes them Examples: Tastes a new food Comments about liking or disliking a new food after tasting	1				
	2				
4.4 Recognizes different types of food Examples: Takes part in food experiences Names different food items Distinguishes food by taste Calls an apple or orange a "fruit"	1				
	2				
4.5 Shows awareness that some foods are better for your body than others Examples: Talks about foods that are good for you Gives reasons for eating healthy foods	1				
	2				

Physical Development, continued

FINE MOTOR					
Benchmarks	Obs. #	Not Yet	Emerg- ing	Consis- tently	Comments
4.6 Coordinates eye and hand movements to complete tasks Examples: Works puzzles Strings beads Places pegs in pegboards Links units in linking and interlocking sets Moves the cursor to a desired place on a computer screen	1				
	2				
4.7 Uses small muscles for self-help skills Examples: Uses eating utensils competently Pours without spilling Zips and buttons clothing	1				
	2				
4.8 Uses writing and drawing tools with control and intention Examples: Makes a variety of lines and shapes in drawing Uses a crayon or marker with preferred hand while using the other hand for keeping the paper in place Copies shapes from a model or letters of own name	1				
	2				

Physical Development, continued

GROSS MOTOR					
Benchmarks	Obs. #	Not Yet	Emerg- ing	Consis- tently	Comments
4.9 Freely participates in gross motor activities Examples: Joins in movement and exercise activities and games Uses much of outdoor time in active play	1				
	2				
4.10 Throws, kicks, bounces and catches Examples: Throws a ball or bean bag in intended direction Catches a ball or bean bag Tosses a bean bag into a bucket or basket Tosses a ring onto dowel base Kicks a stationary ball	1				
	2				
4.11 Runs, jumps, hops and skips Examples: Runs with control over direction and speed Jumps over a small object such as a line, string, or low beam Skips, alternating feet	1				
	2				
4.12 Shows balance and coordination Examples: Walks along a line or on a low beam Rides and steers a tricycle Swings independently	1				
	2				
4.13 Climbs up and down equipment Examples: Climbs and descends steps to climber platform Climbs and descends ladder to climber platform	1				
	2				

Developmental Learning Strands 5. Language

Benchmarks	Obs. #	Not Yet	Emerg- ing	Consis- tently	Comments
5.1 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar (It is not unusual for children to use some incorrect grammar when speaking. For example, they may confuse some pronouns such as I, me, he, she and her or him. They may use verb tenses in an unusual manner. For example, "It broke." Instead of "It broke." Gradually, sentences increase in length and speech becomes more adultlike.)	1				
	2				
5.2 Expands vocabulary Examples: Asks what an object is Uses new words that have been introduced by the teacher	1				
	2				
5.3 Recognizes and identifies by name most common objects and pictures Examples: Points to objects, animals, body parts, etc., when label is given Names objects, animals, body parts, etc., when asked, "What's this?" Uses correct names of objects in speech Responds to questions about what is seen and what is happening in "talk" pictures. ("She's carrying an umbrella because it's raining.")	1				
	2				
5.4 Participates in songs, finger plays, rhyming activities and games Examples: Joins with group in singing, saying nursery rhymes and finger plays, and in playing games Recognizes that "cat" and "hat" rhyme	1				
	2				
5.5 Uses words to communicate ideas and feelings Examples: Explains reasons for actions. ("We're putting on coats because it's cold.") States feelings with reasons for them. ("I was scared when it got dark.") Says, "I'm angry" or "I feel sad."	1				
	2				
5.6 Engages in two-way conversation with children and adults (Younger children may pay little attention to each other's remarks. Older children may engage in extensive dialogue.)	1				
	2				

Language, continued

Benchmarks	Obs. #	Not Yet	Emerg- ing	Consis- tenly	Comments
5.7 Participates in group discussion Examples: Offers a word or phrase in response to teacher's questions Joins in group discussion without coaxing Presents an idea in sentences Listens while others talk	1				
	2				
5.8 Uses language to problem solve Examples: Gives an original answer to the question, "Tell me what you can do with a ball." rather than repeating what another child has said Responds verbally to problem of how to fill the water table. ("We can use a bucket.") Asks another child for a turn at the computer instead of asking the teacher to intervene	1				
	2				
5.9 Follows directions in sequence Examples: Tells about "Going to Wal-Mart, then to church, then home." Retells The Three Bears in sequence Follows rules of the game in playing, "Duck, Duck, Goose." Puts photos of daily schedule in order	1				
	2				